

CAREER & TECHNOLOGY STUDIES

COMMUNICATION TECHNOLOGY

GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1994
(SEPTEMBER 1992 – SEPTEMBER 1997)
INCLUDES 1996 UPDATES

Alberta
EDUCATION

CURRICULUM STANDARDS BRANCH

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Program/Level: Career and Technology Studies/Secondary

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Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done. Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994-97.

SUMMARY OF CHANGES

This June 1996 version of the *Guide to Standards and Implementation* differs from the June 1995 version as follows:

Section A	No change
Section B	Updated Scope & Sequence
Section C	Minor edits to Planning for Instruction
Sections D, E, F	All conditions and criteria have been revised to include references to assessment tools and standards <i>with some modifications to specific learner expectations</i>
Section G	Assessment tools have been revised and expanded
Section H	Information on linkages and transitions have been updated and reorganized
Section I	Resource lists have been updated to include new resource approvals
Section J	Sample student learner guides have minor revisions, particularly to "HOW will your mark be determined?" and "WHICH resources may you use?"
Section K	Acknowledgments are not included in this version

In May 1997, the Guides to Standards and Implementation will be revised again in preparation for provincial implementation in September 1997.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

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Telephone: (403) 422-4872, Fax: (403) 422-0576

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased

responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

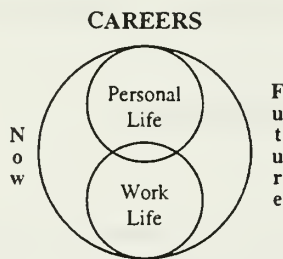
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

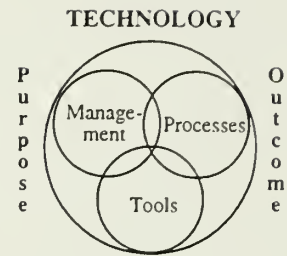
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
 - demonstrating flexibility and cooperative work and communication behaviors (working with others)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
 - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	23
3. Communication Technology	32
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	27
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	21
20. Mechanics	53
21. Tourism Studies	24
22. Wildlife	17

Note: As of September 1996, all 22 strands are available for optional implementation in Alberta junior and high schools. Provincial implementation of all strands is scheduled for September 1997.

LEVELS OF ACHIEVEMENT

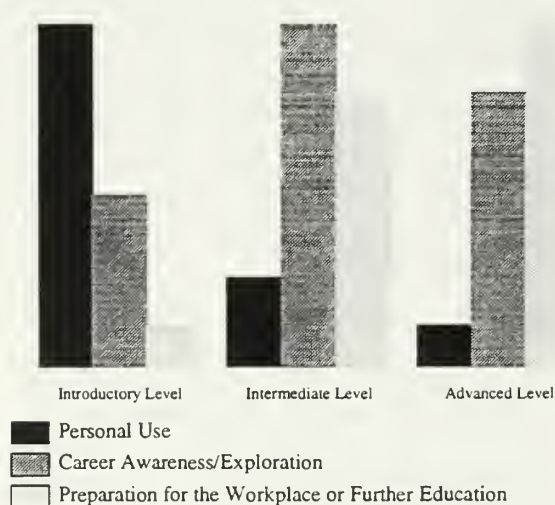
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

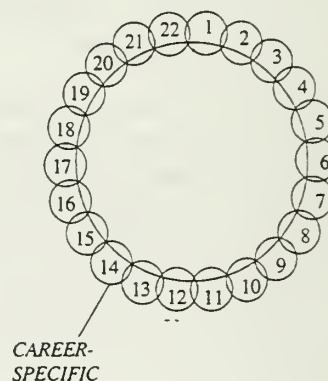


TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.

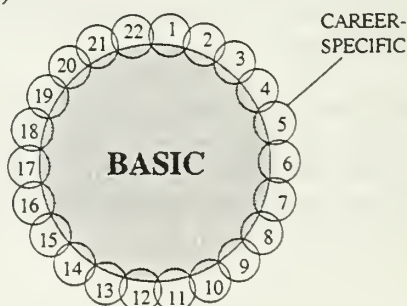
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 22 strands of CTS (numbers refer to the chart on page A.5):



CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Communication Technology strand in the Career and Technology Studies program.

COMMUNICATION TECHNOLOGY

STRAND RATIONALE

In an information society characterized by rapid change in the social, economic and technological environments, students must be prepared to use information and technology effectively and efficiently. Communication Technology provides students with a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying communication technology are transferable throughout the core and complementary curricula, giving students an edge in presenting their views and ideas, in understanding others and in completing projects.

For example, a student may no longer be restricted to doing an essay or preparing a written report as part of a course requirement. Instead the student may use any combination of communication technology skills to complete an assignment. On a more personal level, the student may apply these skills in everyday activities.

Finally, as the communications industry becomes more and more sophisticated, as the merging of the different communication technologies continue to evolve, it is imperative that students improve their level of "media and technological literacy" in order to cope with their daily chores. Students need to broaden their horizons to include the latest digital technology as it applies to print, photography, animation, audio and video production, whether or not they intend to apply these skills professionally

or for their personal use. Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

Within the philosophy of Career and Technology Studies, students in Communication Technology will:

- develop the basic knowledge, skills and attitudes necessary for exploration and pursuit of further training for a career in the communication technology field
- demonstrate an understanding of the various sectors of the industry and their own potential with respect to job opportunities
- learn how to function in a productive team environment and develop individual competence in a creative and imaginative way
- develop a positive self-concept and realistic life goals through exploring personal interests and aptitudes
- develop the ability to function as media and technologically literate citizens and understand not only the technological factors, but also the social, cultural and global issues that affect the various communication media

- develop expertise in applying creative thinking and enterprising/innovative strategies to problem solving
- develop an appreciation for environmental, safety and ethical issues relating to communication technology
- develop an appreciation for local, regional and global contribution to communication technology
- develop a positive attitude to work ethics, productivity and time management.

STRAND ORGANIZATION

Communication Technology is offered at three levels. The introductory level provides students with the basic knowledge, skills and attitudes necessary for personal use. The intermediate level focuses on the knowledge, skills and attitudes that would apply to many sectors of the industry. At the advanced level, students will learn more career-specific knowledge, skills and attitudes that will prepare them for embarking on a career in the communication technology industry, or for further education or training.

THEMES

The Communication Technology modules are grouped according to the following themes: presentation, photography, print and audio/video.

These themes reflect the manner in which teachers and schools have traditionally organized content for instructional purposes. As the technologies continue to merge, however, it is possible to deliver instruction that addresses all of the themes. Modules such as Media Design, Digital Design, and Presentation and Communication are prime examples.

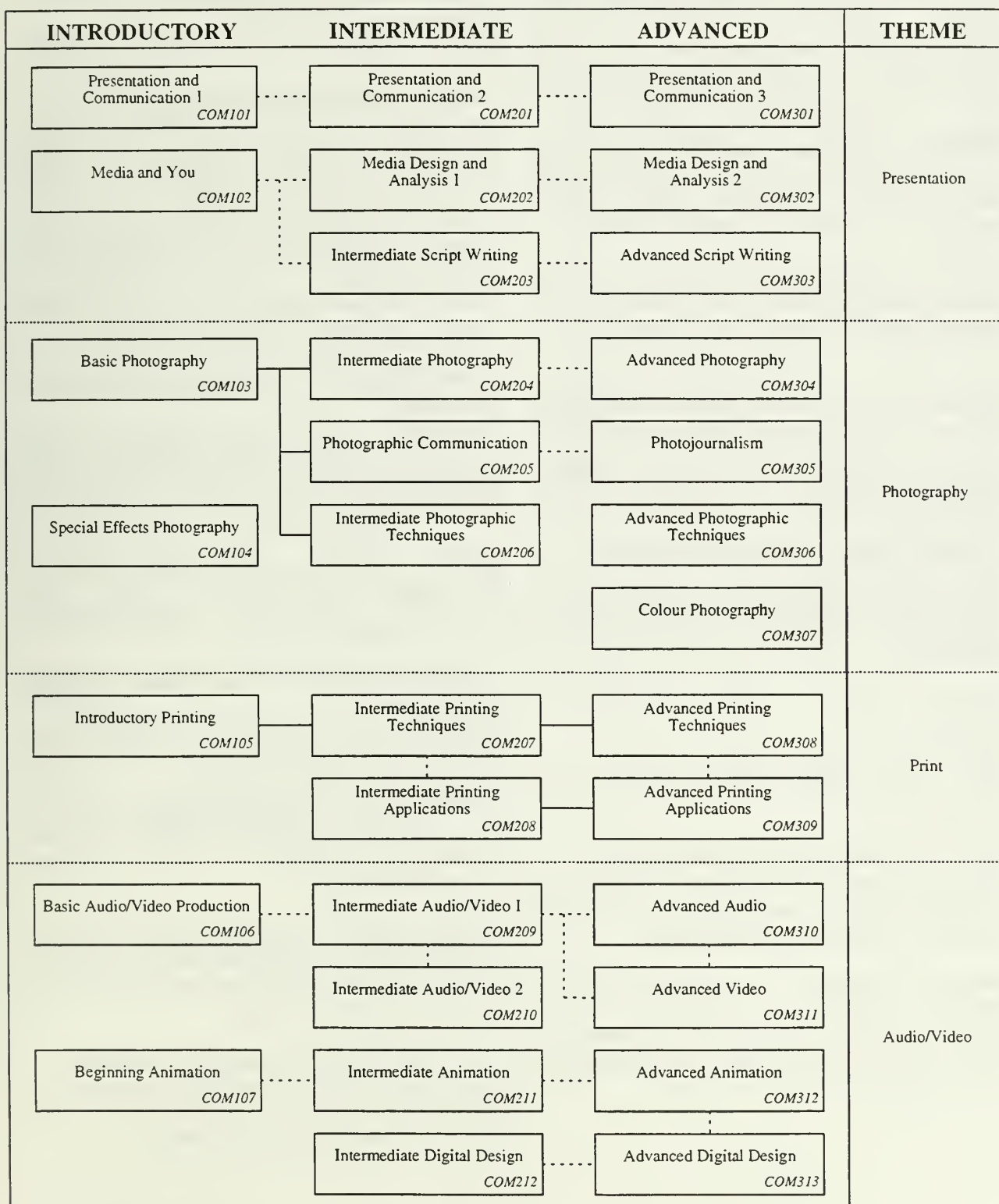
INTEGRATING CONCEPTS

Three concepts recur in Communication Technology: processes and procedures, applied technologies, and presentation. Presentation consists of critiquing and portfolio, and both of these concepts are emphasized throughout all the modules. As the student moves from the introductory to the advanced level, he or she should become more adept at critiquing, and refining a portfolio.

Also, at the advanced level the student should be concentrating on creating a portfolio that not only demonstrates that he or she has the competencies for a given module, but can be used when applying to go to a post-secondary institution, while talking to a prospective employer, or if applying for a volunteer position.

SCOPE AND SEQUENCE

COMMUNICATION TECHNOLOGY



— Prerequisite

- - - - Recommended sequence

MODULE DESCRIPTIONS

Module COM101: Presentation and Communication 1

Students communicate by using speech, body language and audio/visual materials and equipment.

Module COM102: Media and You

This module is a hands-on introduction to the various segments of the communication area of study: Presentation and Communication, Photography, Print, and Audio/Video Production. It is recommended that students, especially at the junior high level, take this module before proceeding to other Communication Technology modules.

Module COM103: Basic Photography

Students operate a camera to take photographs and produce prints.

Module COM104: Special Effects Photography

This module introduces the student to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Module COM105: Introductory Printing

This module introduces the student to basic layout/design techniques and various print reproduction processes; e.g., offset, screen, electrostatic.

Module COM106: Basic Audio/Video Production

Students acquire basic production skills using simple audio and/or video equipment and techniques.

Module COM107: Beginning Animation

This module introduces the student to a variety of animation techniques and gives him or her the opportunity to produce simple animation.

Module COM201: Presentation and Communication 2

Students use verbal and non-verbal communication skills to produce presentations incorporating a variety of media.

Module COM202: Media Design and Analysis 1

This module enables the student to explore various media and examine their impact on personal, community and national interests.

Module COM203: Intermediate Script Writing

Students write sample scripts for a variety of media forms.

Module COM204: Intermediate Photography

This module reviews and expands on concepts outlined in Basic Photography, and includes composition, exposure, camera operation, image processing, proofing and enlarging.

Module COM205: Photographic Communication

Students use photographic prints, slides or digital images to communicate a message or tell a story.

Module COM206: Intermediate Photographic Techniques

This module reviews and expands on concepts outlined in Intermediate Photography and emphasizes the application of lenses and depth of field in composition.

Module COM207: Intermediate Printing Techniques

This module introduces the student to single-register reproductive printing.

Module COM208: Intermediate Printing Applications

Students apply the technique of single-register printing to a practical situation(s).

Module COM209: Intermediate Audio/Video 1

This module provides the student with an opportunity to expand on basic audio/video production techniques.

Module COM210: Intermediate Audio/Video 2

Students build on production skills covered in Audio/Video Production 1, and use pre-production and post-production techniques.

Module COM211: Intermediate Animation

This module builds on the skills developed in Beginning Animation and stresses planning, idea development and storytelling techniques.

Module COM212: Intermediate Digital Design

This module introduces the student to the integration of various media for the purpose of producing a multimedia message.

Module COM301: Presentation and Communication 3

Students refine presentation skills to communicate to a target audience.

Module COM302: Media Design and Analysis 2

This module enables the student to use school and/or community resources to produce message(s) for a target audience to be delivered through two or more media.

Module COM303: Advanced Script Writing

This module enables the student to refine script writing skills by writing for specific media formats.

Module COM304: Advanced Photography

Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Module COM305: Photojournalism

This module introduces the student to photojournalism.

Module COM306: Advanced Photographic Techniques

This module allows the student to create special photographic effects through a variety of approaches including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Module COM307: Colour Photography

This module introduces the student to colour photography.

Module COM308: Advanced Printing Techniques

This module introduces the student to multi-register reproductive printing.

Module COM309: Advanced Printing Applications

Students apply the technique of multi-register printing to a practical situation(s).

Module COM310: Advanced Audio

Students plan, develop and produce specific audio projects.

COM311: Advanced Video

Students plan, develop and produce specific video projects.

Module COM312: Advanced Animation

Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme.

Module COM313: Advanced Digital Design

This module enhances the student's skill in using multimedia technology to produce messages for a target audience.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Communication Technology strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of the Guide). These module parameters describe:

- prerequisite or corequisite modules,
- facility and equipment requirements, if required, and
- instructional qualifications, if required.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide to Standards and Implementation for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Communication Technology strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

In addition to the resources, sample Student Learning Guides are available. These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Communication Technology:

- Basic Photography
- Intermediate Photography
- Intermediate Audio/Video I
- Animation (beginning, intermediate, advanced levels).

Copies of these sample learning guides can be obtained, by request, from the CTS Unit in print and/or disk format (Microsoft Word).

PLANNING FOR COMMUNICATION TECHNOLOGY

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Communication Technology strand.

Selecting Modules

The Communication Technology curriculum heavily depends on, and is influenced by, technology. Therefore, teachers are encouraged to incorporate the latest available technologies—computers, scanners, laser printers, digital photography, etc.—where possible in addressing the various modules.

Communication Technology emphasizes experiential and hands-on learning. Students will participate in a wide range of practical activities within the classroom, the school and their local community.

In addition to functioning in a traditional manner, the teacher should use resourcefulness to create the appropriate learning environment for the students, either by bringing the necessary personnel and/or resources to the classroom or by taking students to the community. Flexibility in scheduling and programming is encouraged.

Through educational strategies such as partnerships, teamwork, group assignments and work experience, the teacher should stress "process" as well as "product" depending on the context. Teachers should encourage creative thinking, enterprising and innovative strategies, and problem solving as much as possible. Also, the concepts of portfolio development and "critiquing" should be addressed throughout Communication Technology.

The scope and sequence chart in Section B provides an overview of the Communication Technology modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

One module, Media and You, is a general introduction to Communication Technology. It is recommended that students, especially at the junior high level, take this module before proceeding to other modules in the curriculum. In addition, some modules may be prerequisite to others.

Following are three sample courses designed to be delivered to junior high school students:

- junior high—Grades 7 or 8 (25 hours per year):
 - Media and You
- junior high—Grades 7, 8 and/or 9 (50 hours per year):
 - Basic Photography
 - Introductory Printing
- junior high—Grades 7, 8 and/or 9 (75 hours per year):
 - Basic Photography or Audio/Video Production
 - Introductory Printing
 - Presentation and Communication I.

Senior high students with no previous experience in Communication Technology might consider the following sample courses:

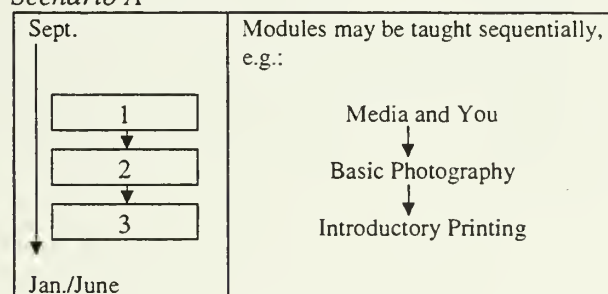
- 3-credit personal use (no previous experience):
 - Basic Photography or Audio/Video Production
 - Introductory Printing
 - Presentation and Communication I.

Organizing For Learning

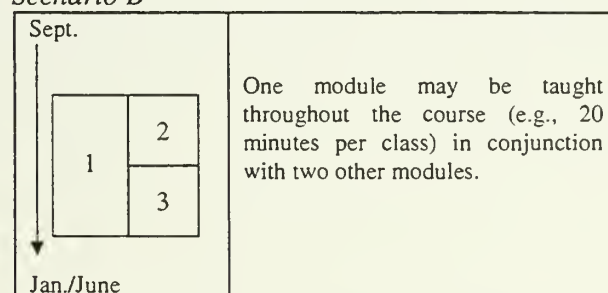
A number of modules may be taught concurrently when the skills are discreet; for example, Basic Photography and Introductory Printing. Presentation and Communication I, however, should be offered after the student has acquired skills in the various thematic areas, since these can then be more readily incorporated into the presentation.

Some modules may be combined in order to give the student the required time to complete a major project. For example, by combining Printing Techniques and Printing Applications, the student is able to apply the printing techniques in a project situation. Alternatively, a course may be composed of a video production module, followed by a module in which the student produces the script.

Scenario A

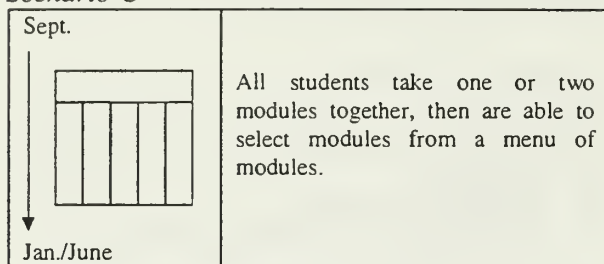


Scenario B

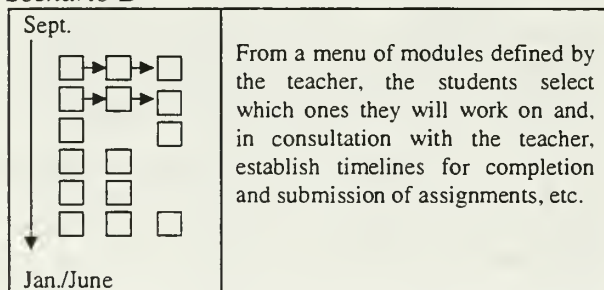


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



• Scenario D



Students can learn the skills in modules that are technique-oriented (e.g., photographic techniques, printing techniques) in which the task is assigned by the teacher. However, in the application-oriented module, the task(s) may be selected by the student, and the emphasis is on project management skills as well as previously learned skills.

Identifying Linkages

Refer to Section H of this Guide for additional linkages to enhance the learnings defined in Communication Technology.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for information.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Communication Technology.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module COM101:	Presentation and Communication 1	D.3
Module COM102:	Media and You	D.7
Module COM103:	Basic Photography	D.11
Module COM104:	Special Effects Photography	D.15
Module COM105:	Introductory Printing	D.19
Module COM106:	Basic Audio/Video Production	D.23
Module COM107:	Beginning Animation	D.27

MODULE COM101: PRESENTATION AND COMMUNICATION 1

Level: Introductory

Theme: Presentation

Prerequisite: Media and You (COM102; Recommended)

Module Parameters:

- No specialized facilities required. Students should have access to a various media equipment (e.g., overhead projector, slide projector, flip chart, computer).
- It is recommended that the student have access to instruction from an individual with formal, specialized training in media use.

Students communicate by using speech, body language and audio/visual materials and equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • describe the steps in the presentation process • apply the presentation process to communicate ideas and information	<i>Assessment of student achievement will be based on:</i> • a written, oral and/or visual presentation demonstrating knowledge of the presentation process. <i>Assessment Tool</i> <i>Presentations/Reports COM101–2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	30
• apply the various media and techniques in the presentation process • use the knowledge of the presentation process to evaluate presentations made by self and others	• a portfolio consisting of: – a presentation assignment, three to five minutes in length, aimed at an audience of peers – a presentation evaluation for own presentation and for a peer's presentation. <i>Assessment Tool</i> <i>Portfolio Assessment COM101–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	50 20

MODULE COM101: PRESENTATION AND COMMUNICATION 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - participate in a presentation/communication activities by presenting to/communicating with a variety of audiences: - one on one - small group - to the class - in front of media (i.e., a video camera) to a media-directed audience - other (e.g., student's union, community) - identify the following steps as a process for making presentations: - know the information - know what it is that is being presented (e.g., subject, detailed content, context) - review notes before the presentation - know the audience - who is the presentation for? (e.g., age, background knowledge, particular interests) - select suitable information for the audience - organize the presentation - adapt presentation to chosen medium - establish a logical flow of the content and activities - practice presentation and establish timeline - organize all materials and equipment beforehand	The student should be encouraged to start at his or her "comfort" level. For example, some students may be comfortable starting with the "small group" presentation, others may choose to start "one on one".

MODULE COM101: PRESENTATION AND COMMUNICATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> – use audiovisual aids • consider photographs, pictures, slides, overhead transparencies and products from his or her assignments • select suitable audiovisual aids to support presentation • practice presenting information to peers with audiovisual aids – use effective presentation methods • speak clearly and confidently • stress the important points.	
Applied Technologies	• identify attributes of various audiovisual materials and their value to enhance presentations; e.g., photographs, posters, slides, overhead transparencies. • practice presenting information to peers using one audiovisual aid • practice presenting information to peers using two or more audiovisual aids.	
Presentation • Evaluation	• evaluate one of his or her presentations and one of his or her peers presentations based on the steps in the presentation process.	Evaluation should include the student's own evaluation as well as other students' evaluation of the presentation(s). Be sure students "critiquing" not "criticizing". Critique—make careful judgments about the merits and faults about photographs, books, plays, etc. Criticize—disapprove, find fault with.

MODULE COM102: MEDIA AND YOU

Level: Introductory

Theme: Presentation

Prerequisite: None

- Module Parameters:**
- Specialized facilities or equipment required. Students should have access to still and video cameras, VHS players, some type of print production equipment and a computer.
 - It is recommended that the student have access to instruction from an individual with formal, specialized training in photography, video production and print production.

This module is a hands-on introduction to the various segments of the communication area of study: Presentation and Communication, Photography, Print, and Audio/Video Production. It is recommended that students, especially at the junior high level, take this module before proceeding to other Communication Technology modules.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • identify and describe current media and materials • use photographic, print and audio/video equipment to communicate ideas and information • prepare and deliver a presentation	<i>Assessment of student achievement will be based on:</i> • a teacher-directed evaluation of the student's knowledge of various media, materials and processes	20
	• a portfolio consisting of – a photographic assignment in which quality and intent is either demonstrated or discussed – an audio/video assignment in which quality and intent is either demonstrated or discussed – a print assignment in which quality and intent is either demonstrated or discussed	70
	<i>Assessment Tool</i> <i>Communication Technology Portfolio Assessment COM102-1</i> <i>Communication Technology Portfolio Assessment Framework, COMPAF</i>	
	<i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	
	• a short oral and/or visual presentation where the student discusses his or her projects with his or her peers	10
	<i>Assessment Tool</i> <i>Communication Technology Presentations/Reports COM102-1</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i>	
	<i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	

MODULE COM102: MEDIA AND YOU (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - discuss sample photographs identify key characteristics of a good photograph - image is in focus - image is properly framed - intent is clear - apply key characteristics of a good photograph in photo assignments - where possible, experiment with a variety of cameras and other photography equipment such as: - pinhole camera - photogram - Polaroid camera - Instamatic camera - single lens reflex (SLR) camera - digital camera - process film and make prints (note: if processed commercially, discuss processes used to develop film and make prints)	Have students bring and discuss examples of communication products—music jackets, magazines, posters, photographs, videos, etc. Students may attempt to use a thematic approach to their projects; e.g., a business card, a poster and/or a video or print project may all be related to the same project. Use critiquing as a means to allow students to develop constructive criticism.

MODULE COM102: MEDIA AND YOU (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> - view and discuss sample audio/video projects (professional and/or student projects) with respect to: - intent - project planning - storyboard - camera work - recording level - produce a short audio/video project such as: - a commercial, or - an interview, or - a recorded message - view and discuss sample print projects (professional and/or student projects) with respect to: - layout - elements/principles of design - clarity of message - techniques used - select a message (e.g., business card, poster, pamphlet, flyer, invitation) and design, print the message ensuring the: - layout follows the elements and principles of design - image is clean - message is clearly understood - identify and describe current and future media and materials	Encourage students to integrate presentations into their other classes and other community activities.

MODULE COM102: MEDIA AND YOU (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<i>The student should:</i> • select one assignment and present it to the teacher and peer(s) • obtain feedback on appropriateness and effectiveness of assignment based on: – how well the assignment met the objectives – technical quality – meeting of school and community standards • include work in a portfolio.	Students should present at least one project produced in this module. Their presentation may be to a small group or to the teacher to reduce stress. Use critiquing as a means to allow students to develop constructive criticism. Encourage students to integrate presentations into their other classes and other community activities. Activities and assignment should be brief as the intent of Media and You is to introduce the various areas in Communication Technology.

MODULE COM103: BASIC PHOTOGRAPHY

Level: Introductory

Theme: Photography

Prerequisite: Media and You (COM102; Recommended)

Module Parameters:

- Students require access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

Students operate a camera to take photographs and produce prints.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • use various photographic equipment, materials and processes to demonstrate basic photographic skills • describe and/or use various processing methods; e.g., black and white, colour, digital • describe the role of photography in society	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of five photographs: – of which all are clearly focused and well composed – a “Photography Log Sheet” with pertinent details. <i>Assessment Tool</i> <i>Communication Technology Portfolio Assessment COM103–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	60
	• a teacher-directed evaluation designed to test the student’s knowledge of various photographic equipment, materials, processes and techniques; e.g., types of cameras, films and paper; developing, printing, composition, presentation; terms such as closeup, wide angle, panning, depth-of-field.	30

MODULE COM103: BASIC PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - through presentation/discussion with the teacher, the student's assessment of his or her portfolio, including awareness of the role of photography, the rules of composition as they apply to photography (e.g., reflection log, captions), and progress to date. <i>Assessment Tool</i> <i>Communication Technology</i> <i>Presentations/Reports, COM103-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - identify and point out or describe the key components of a camera (e.g., lens, shutter release, film/disk compartment) and their function - classify different types of still cameras and some of their potential applications (e.g., 110 instamatic, 35 mm Single Lens Reflex (SLR), 2 1/4 square portrait, 4"x5" plate, Polaroid, digital) - be able to articulate the 'Rule of Thirds' as it applies to photographic composition and framing - given a set of photographs, differentiate between key, medium key and low key contrast and speculate on impact of each on the 'mood' imparted by different degrees of contrast in photographs	

MODULE COM103: BASIC PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> • articulate the notion of focus in photography and be able to differentiate between photographs that are in focus and those that are out of focus • articulate the notion of depth-of-field in photography and be able to differentiate between photographs that have a long and shallow depth-of-field • use common terminology (e.g., f-stop/aperture, shutter speed, focus, depth-of-field) in the context of photographic work and during presentations • load and unload photographic film and/or disk from a camera • capture images using a camera, each image to be in focus, framed using basic composition technique of the rule of thirds, and showing clear intent of the photo(e.g., if the student intended to take a photograph of a specific person and instead capture an image of the person in a crowd, they would not have met their intent) • encourage students to differentiate between a snap shot and a planned photograph by: – framing for composition (have a focal point) – being 'on level' with the subject (i.e., not the top of the dog's back) – choosing vertical or horizontal format – changing camera direction – being aware of the background (i.e., not having a tree appear to be growing out of the subject's head) • display responsibility and ethical behavior by working within school and community standards • describe the role of photography in society (e.g., entertainment, historical record, illustrating ideas and concepts, scientific research, exploration).	Encourage students to take photographs from a personal perspective.

MODULE COM103: BASIC PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • use camera to capture at least 24 images • create photographic/electronic images that generate curiosity and discussion • process images and print at least 6 of them in proofing and in final format • experiment with subject matter, composition (e.g., rule of thirds, golden triangle, diagonals, formal and informal balance), lighting (e.g., Rembrandt, bounce, butterfly, short loop), shutter speeds and aperture AND THEN • use available facilities and equipment (e.g., darkroom, computer) to process film/disk to produce prints • be able to describe processes used OR • use community facilities to have processing and completed • be able to describe processes used.	Teachers may choose to select a few of these images for proofing/printing. It is important that students have some sense of how and why things work not just that they do. They need to know some of the processes that occur to create, process and print photographic images.
Presentation	• present assignments to teacher and peers consisting of at least 5 printed images that are clean (i.e., without scratches, dust spots or hair lines), in focus and illustrating expectations as pre-defined by the teacher and/or the student • obtain feedback on appropriateness and effectiveness of assignments based on: – how well the assignment met the stated expectations – aesthetics – technical quality – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students may present their project to a small group or to the teacher only to reduce stress. Use critiquing as a means to allow students to develop constructive criticism.

MODULE COM104: SPECIAL EFFECTS PHOTOGRAPHY

Level: Introductory

Theme: Photography

Prerequisite: Media and You (COM102; Recommended)

Module Parameters:

- Students require access to a still camera (film or digital) and film or digital processing and printing equipment (either in the lab or through a community source).
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

This module introduces the student to the creative use of the camera, the darkroom and/or digital techniques, in order to produce various photographic effects.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • use the camera, shutter and aperture to create basic special effects • apply darkroom/digital techniques to create different photographic effects	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of a minimum of five photographs: – at least two photographs will illustrate special effects resulting from camera manipulation (see Specific Learner Expectations [SLEs]) – at least two photographs will involve photographic effects created in the darkroom or digitally – each photograph must be accompanied by a caption that describes the technique(s) – a "Photography Log Sheet" with pertinent details. <i>Assessment Tool</i> <i>Communication Technology Portfolio Assessment COM104-1</i> <i>Communication Technology Project Assessment Framework COMPAF</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	70
	• the student's presentation of work completed and assessment of his or her activities (e.g., reflection log, presentation). <i>Assessment Tool</i> <i>Presentations/Reports, COM104-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	20

MODULE COM104: SPECIAL EFFECTS PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a teacher-directed evaluation of the student's knowledge of cropping, double exposure, dodging, burning-in, vignetting, "sabattier effect", etc. - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources - demonstrating responsibility (safety). <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> - experiment with photographic effects; e.g., great or shallow depth of field, camera angle, close up, blurred action and trick photography - experiment with darkroom or digital effects; e.g., cropping, double exposure, dodging, burning-in or vignetting and "sabattier" effect - experiment with various lighting techniques - manipulate the finished product; e.g., by colouring, cutting, retouching - use equipment and facilities as directed in a safe and responsible manner - display responsibility and ethical behaviour by working within school and community standards.	Digital photography allows for a variety of image manipulation. Teachers should incorporate this technology where it correlates to the SLEs.
Presentation Evaluation	present the final product to teachers and peers for evaluation	

MODULE COM104: SPECIAL EFFECTS PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued) • Portfolio	<i>The student should:</i> • create and present a portfolio consisting of samples of the student's photographs. • articulate possible reasons for various special effects being possible to create • suggest applications for special effects photographs produced.	

MODULE COM105: INTRODUCTORY PRINTING

Level: **Introductory**

Theme: **Print**

Prerequisite: **Media and You (COM102; Recommended)**

- Module Parameters:
- Students require access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities (either in the lab or through a community source).
 - It is recommended that the student have access to instruction from an individual with formal, specialized training in printing and safety in printing equipment use.

This module introduces the student to basic layout/design techniques and various print reproduction processes; e.g., offset, screen, electrostatic.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • identify the fundamental characteristics and applications of type, paper and ink • produce a design/layout • apply printing techniques in the production of print/graphic projects	<i>Assessment of student achievement will be based on:</i> • a portfolio of selected work that demonstrates the process and should include concept drawings, roughs, mechanicals, printing masters and at least three prints using one or more printing options. <i>Assessment Tool</i> <i>Communication Technology Portfolio Assessment COM105-1</i> <i>Communication Technology Project Assessment Framework COMRAF</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	70
	• a written, oral and/or visual presentation of the student's knowledge of the following: – design elements—line, shape, form, pattern, space, texture, colour – design principles—proportion, balance, contrast, rhythm, harmony, unity – typography; e.g., leading, type size, type style, type face, justification, spacing – printing methods; e.g., lithography, serigraphy, letter press, gravure, electro-static – finishing; e.g., drilling, folding, stitching, padding.	20

MODULE COM105: INTRODUCTORY PRINTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - the student's presentation of work completed and inclusion of work in their portfolio <i>Assessment Tool:</i> <i>Communication Technology</i> <i>Presentations/Reports, COM105-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - plan, organize and create a design for reproduction and/or presentation - lay out a design(s) applying at least two of the following: type, photography, illustration, decorative elements: - use the elements of design (line, shape, form, pattern, space, texture, colour) and principles of design (balance, emphasis, proportion, rhythm, unity and variety) to compose the design - display responsibility and ethical behaviour by working within school and community standards. (e.g., copyright issues; sex/gender issues; violence; racism)	Students may develop teacher-assigned projects; e.g., posters, business cards, invitations, logos. Design and composition elements could include type, photography, illustration, space, balance, contrast, etc. A master could be an offset plate, silk screen, stencil, relief lock up, grease pencil, rubber stamp, electrostatic printout, etc.

MODULE COM105: INTRODUCTORY PRINTING (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • convert the image to a printing master • choose appropriate print materials; e.g., card stock, sheet, inks • reproduce the image by one or more methods • repeat process for additional printing method(s) • practise responsible environmental behaviours in completing assignments.	Be prepared to give students firm guidance in producing their products. Bindery operations include bindings (adhesive, mechanical, sewing, stitching), drilling, folding, scoring, trimming, folding, etc.
Presentation • Critiquing • Portfolio	• present the design to teacher and peers for feedback • create and present a portfolio consisting of work completed in this module including all preparatory work, master(s) (if possible), proof sheets and final presentation product.	

MODULE COM106: BASIC AUDIO/VIDEO PRODUCTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i>	<i>Assessment of student achievement will be based on:</i> - a written, oral and/or visual presentation demonstrating the student's knowledge of the camera, audio and/or video terminology - the student's presentation of work completed and inclusion of work in their portfolio. <i>Assessment Tool</i> <i>Communication Technology Presentations/Reports COM106-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	20 10
demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - identify and produce the following shots: - extreme close-up - close-up - medium close-up - medium shots - long shot - extreme long shot	Students need to be comfortable with the camera and to be able to recognize and use a variety of camera shots and moves to capture images.

MODULE COM106: BASIC AUDIO/VIDEO PRODUCTION (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> - execute the following camera moves: - tilt - dolly right - dolly left - pan - truck - zoom - be able to identify/explain and apply/use: - aperture – to control depth of field - focus – automatic and manual - zoom – smooth zoom in and out - white balance – to balance for different lighting conditions - loading and unloading of tape - microphone – type on camera and its capabilities and limitations - apply variety to screen composition - one point - balance - describe and use the principles of one-point perspective: - applications to video camera use - making two-dimensional object look three-dimensional - identify television format as 4 x 3 (4 horizontal units by 3 vertical units)	Produce short (5–10 second) segments demonstrating the shots. Drawing or cutting out examples of types of shots within these dimensions is a good way to teach this idea.
Applied Technologies	- produce an outline/script/shots sheet for a short video assignment (3 – 5 minutes) (e.g., interviews, sporting events, advertisements) - use a variety of shots in the assignment	A good topic for this is 'A Day in the Life of . . .' Students may link more than one task to an assignment (e.g., a sporting event offers a chance to capture video footage, ambient sound, an interview with a participant/spectator, different lighting situations, news of the day, advertising)

MODULE COM106: BASIC AUDIO/VIDEO PRODUCTION (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	<i>The student should:</i> • develop and follow a recording plan for audio recording to support video OR • develop and follow a recording plan for audio recording to achieve the following: – safe and responsible handling of equipment – tape loading and unloading – basic microphone technique – personal use of voice (narration) – capturing voices of others (interview) – ambient sounds – simple sound effects – audio levels and balance • use basic technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • display responsibility and ethical behavior by working within school and community standards • display safe and responsible use of equipment.	The focus of this is the development of basic technical skills that can be applied and refined in more advanced modules. It is important the students get a good technical grounding in the basic camera and recording method indicated and in any other methods you feel are important. It is important to set parameters for assignments early as students tend to 'overshoot'. Developing a plan for shooting or recording will help students avoid 'overshooting' at this level and will help students prepare production plans in more advanced modules.
Presentation	• present assignments to teacher/peers for feedback • obtain feedback on appropriateness and effectiveness of assignments based on: – how well the assignment met the stated expectations described in the recording plan – relationship of the short outline/script to the final product – quality of technique used – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module (e.g., short outline/scripts, recording plan, finished project(s)) or add this work to an existing portfolio.	Feedback/help should be sought throughout planning/production as well as upon completion from group members or from other peers. The teacher should be the resource of last resort until the final project is ready for assessment.

MODULE COM107: BEGINNING ANIMATION

Level: Introductory

Theme: Audio/Video

Prerequisite: Media and You (COM102; Recommended)

Module Parameters:

- Students require access to basic animation equipment (e.g., animation board, camera with single frame ability) and/or a computer with animation software.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in animation production.

This module introduces the student to a variety of animation techniques and gives him or her the opportunity to produce simple animation.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • produce short animation assignments • describe the techniques used in creating the animation • identify and describe two animation styles and techniques	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – at least two exercises each having a minimum of 100 frames length and demonstrating creative use of an animation technique – at least two different animation projects (see SLE notes) that demonstrate project planning, use of equipment and tools, and creative use of an animation technique. <i>Assessment Tool</i> <i>Communication Technology Portfolio Assessment, COM107-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i>	70

MODULE COM107: BEGINNING ANIMATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of the projects and exercises completed in the module with accompanying – identification of animation styles and techniques available – identification and explanation of styles and techniques used – evaluation of projects and exercises identifying possible enhancements – identification and explanation of any difficulties encountered. <i>Assessment Tool</i> <i>Communication Technology,</i> <i>Presentations/Reports COM107–2</i> <i>Assessment Framework: Presentations/Reports,</i> <i>CTSPRE</i> <i>Standard</i> <i>Performance rating of 1 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: – managing learning – being innovative – managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	30 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - observe and discuss various animation styles and techniques - identify at least two animation styles and techniques: – cel animation, claymation, pixilation, computer animation, etc. - prepare an outline and/or formulate a storyboard for a presentation	The length of each animation may vary but the assessment will be based on the student's ability to have the animation move "effectively". "Effectively" means that the movement is consistent with the context of theme of the animation; it may be smooth or jerky.

MODULE COM107: BEGINNING ANIMATION (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> - prepare necessary materials (e.g., cards, models, clay, film and artwork) for animating the production - practice skills with technical equipment (as required) to be used in capturing images and editing final product(s).	Emphasis should be hands-on activity, experimentation and evaluation of work (self and peer). Encourage the student to try a technique, even though the result may not be "perfect".
Applied Technologies	- practice basic concepts of animation (i.e., personification, exaggeration, secondary action, anticipation, etc.) - employ techniques to have the animation move effectively - use technical equipment (e.g., camera, computer, editor, etc.) to capture images and edit final product(s) - identify and/or apply music and/or sound effects to enhance the production.	The most important outcome is for the student to develop skill in creating animation. "Effectively" means that the movement is consistent with the context or theme of the animation; it may be smooth or jerky.
Presentation	- present and discuss the project with teacher and peers - identify animation techniques/styles available and identify/explain animation techniques used - identify possible enhancements to project - identify/discuss any difficulties encountered with project - evaluate, edit and redo to improve the quality of the animation. - create and present a portfolio of work completed in this module (e.g., project plan, shot list or storyboard, finished project) or add this work to an existing portfolio.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Communication Technology.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module COM201:	Presentation and Communication 2.....	E.3
Module COM202:	Media Design and Analysis 1	E.7
Module COM203:	Intermediate Script Writing	E.11
Module COM204:	Intermediate Photography.....	E.15
Module COM205:	Photographic Communication	E.19
Module COM206:	Intermediate Photographic Techniques	E.21
Module COM207:	Intermediate Printing Techniques.....	E.25
Module COM208:	Intermediate Printing Applications.....	E.29
Module COM209:	Intermediate Audio/Video 1	E.33
Module COM210:	Intermediate Audio/Video 2	E.37
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Module COM212:	Intermediate Digital Design.....	E.45

MODULE COM201: PRESENTATION AND COMMUNICATION 2

Level: Intermediate

Theme: Presentation

Prerequisite: Presentation and Communication 1 (COM101; Recommended)

Module Parameters:

- No specialized facilities required. Students should have access to a various media equipment (e.g., overhead projector, slide projector, flip chart, computer).
- It is recommended that the student have access to instruction from an individual with formal, specialized training in media use.

Students use verbal and non-verbal communication skills to produce and deliver presentations incorporating a variety of media.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply the presentation process to specific audiences in more than one context; e.g., interview, news report, commercial, voice over • select and use two or more media and technologies to present ideas and information to different audiences • evaluate presentations made by self and other students	<i>Assessment of student achievement will be based on:</i> • one presentation assignment, three to five minutes in length. The presentation(s) must: – include the use of at least two different media and/or technologies – be applicable to target audiences in two different contexts <i>Assessment Tool</i> <i>Portfolio Assessment, COM201-1</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	70
	• a report (e.g., written minimum 250 words) on one presentation which outlines the intent of the presentation, justification for the supporting resources, and a self-evaluation as well as peer evaluation. <i>Assessment Tool</i> <i>Presentations/Reports, COM201-2</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	30

MODULE COM201: PRESENTATION AND COMMUNICATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - state the components of the presentation process and specific attributes and tasks associated with each component - given a small group target audience (peer or other) and a teacher-specified topic, prepare and deliver a presentation of three to five minutes duration - write and/or work from a script - given background information on self-conducted presentations (e.g., a mediated information package, a presentation of three to five minutes duration - given background information on self-conducted presentations (e.g., a mediated information package, a self-conducted tour) prepare a presentation suitable for use by an individual or small group.	Students should know about the presentation process, its components and basic attributes. Their knowledge may be determined through informal discussion rather than formal examination. Students need to recognize that presentations come in many forms including self-contained packages that the viewer uses as required and at their own pace.

MODULE COM201: PRESENTATION AND COMMUNICATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • identify various types of media and their positive/negative attributes for different types of presentations(e.g., print/graphics may be the most appropriate for presenting detailed information; video may be appropriate for presenting a general overview of information) • select two media formats and prepare materials for use in a three to five minute presentation to a small group target audience • select two media formats and prepare materials for use in a self-conducted presentation to an individual small group target audience • select two media formats and prepare materials for use in a self-conducted presentation to an individual small group target audience • consider facility and equipment requirements and their feasibility for use in a self-conducted presentation and feasibility for use in a self-conducted presentation and • justify the media selected based on its attributes for presentation or for assisting in presentation of information and ideas.	Students need to be able to make decisions about media e rational and its value for presentation and be to articulate their reasons for selecting particular media for a particular purpose. It is easy for students to get carried away with their ideas and want to do more than is feasible within this module They need to be guided throughout, their ideas encouraged but challenged and put in realistic context..
Presentation	• make final presentations to target audience • use appropriate language (verbal and body language) and speech techniques when presenting to small group • exhibit self-confidence during presentation • ensure all necessary facility/equipment is in place and functioning for self-conducted presentation – use of the presentation process – personal presentation technique – presentation flow – technical quality of support materials	

MODULE COM201: PRESENTATION AND COMMUNICATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued)	<i>The student should:</i> • prepare a report on one presentation outlining: – intent of the presentation including subject matter, target audience, length, type of presentation (e.g., self-conducted, sales, information, training) – selection and justification of supporting materials – self-evaluation of presentation – peer-evaluation of presentation • create and present a portfolio of work completed in this module (e.g., project plan, reflection on decisions made and their impact on the project, working drafts, etc.) or add this work to an existing portfolio	

MODULE COM202: MEDIA DESIGN AND ANALYSIS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - describe the role of media in advertising, role modelling, stereotyping, cultural representation, propaganda, consumerism, etc. - identify a current issue of media interest and describe its impact from a personal, community or national perspective - identify and describe the media format(s) used to present selected commercially produced messages and the impact of the media on the effectiveness of message delivery - develop a plan for producing a message in a specified media - produce media message(s) from a personal, community or national perspective in one or more media formats, e.g.,: - commercial or advertising layout - news item or interview (audio or video or print) - public service announcement or bill board design - follow plan to produce a second message using a different form of media	Students need to know the impact media has on their daily lives. They need to become good media consumers. As different forms of media have different media strengths, students need to recognize these strengths and how they can be used most effectively. Encourage students to keep their project ideas simple as they can get overwhelmed by their ideas and end up not completing anything.

MODULE COM202: MEDIA DESIGN AND ANALYSIS 1 (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • use selected media to produce messages • compare and contrast the anticipated effectiveness of media selected for delivering message to the actual effectiveness of the result (audience reaction) • use comparison developed from analyzing first message as a basis for decisions regarding media selection and project development for subsequent message development	No more than 50% of the activities should be related to media analysis.
Presentation	• present final products to peers • obtain feedback on appropriateness and effectiveness of message based on: – media selection for messages produced – effectiveness of message delivery – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio.	Students should request feedback during project development and at completion. This feedback should include recognition and adherence to school and community standards.

MODULE COM203: INTERMEDIATE SCRIPT WRITING

Level: Intermediate

Theme: Presentation

Prerequisite: Media and You (COM102; Recommended)

Module Parameters:

- No specialized facilities or equipment required
- It is recommended that the student have access to instruction from an individual with formal, specialized training in script writing.

Students write sample scripts for a variety of media forms.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • describe various media scripts and their formats • identify the characteristics of a good script • identify and use a scriptwriting process in writing sample scripts for media format(s) assigned by the teacher	<i>Assessment of student achievement will be based on:</i> • portfolio presentation consisting of – a written, aural and/or visual presentation of the student's knowledge of media scripts, their formats and preferred characteristics. – preparation and presentation of four short-format scripts (e.g., factual news, feature news, commercial, public service announcement (PSA), interview, review) and one documentary or dramatic script (minimum length – three minutes).	10
	<i>Assessment Tool</i> <i>Portfolio Assessment, COM203-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i>	80
	<i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	
	• the student's presentation of work completed in this module. <i>Assessment Tools</i> <i>Presentations/Reports, COM203-2</i> <i>Assessment Framework: Presentations/Reports CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	10

MODULE COM203: INTERMEDIATE SCRIPT WRITING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - acting ethically - teamwork and leadership <i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - describe the fundamental characteristics of different types of scripts and media formats and their relationship (e.g., radio, visual, dramatic, documentary, theatrical) - recognize that scripts are written following a process and be able to follow a script writing process when generating scripts, this process to include: - identifying a topic (generate ideas via brainstorming, group discussion, personal experience, etc.) - conducting research (gather information of various types (e.g., historical, statistical, personal) to give substance to topic) and prepare research notes - choose the medium/format (select a medium or format that will communicate the message most effectively given the target audience, time available, etc.) and justify selection - develop a content/story line (provide enough detail to clearly indicate what the content or story is that is to be conveyed)	Students need to do research prior to initial script writing and to reference this research during the writing and editing process. An assignment may include more than one format. For example, a script for a sports program may include a commercial, a public service announcement, and/or a documentary. Short format(e.g., commercial) may range in length from 15 seconds to one minute. Long formats(e.g., documentary, drama) may be 3 to 5 minutes in length.

MODULE COM203: INTERMEDIATE SCRIPT WRITING (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> – get feedback (share ideas with others and request feedback re: clarity if ideas, what might be missing, additional ideas, etc.) – develop draft script (following content/story line, write script as it would be used for production using a recognized script format) – get feedback (share ideas with others and request feedback re: clarity, flow, language/ visual links, appropriateness for audience level, etc.) – develop final script (selectively incorporate ideas received from feedback sessions as they positively apply to convey – idea/concept/information • write sample scripts following a script writing process for more than one media (sample media could include commercials, public service announcements(PSAs), news, interviews, documentaries, dramas, others defined by teacher) • describe the characteristics of a ‘good’ script— beginning, middle, end; appropriate length; suitable language for target audience	
Presentation	• present final product to teacher and peers • rationalize and defend script style and media selection based on media appropriateness for the target audience and the message to be conveyed. • create and present a portfolio of work completed in this module (e.g., final scripts with supporting research, working drafts, etc.) or add this work to an existing portfolio	

MODULE COM204: INTERMEDIATE PHOTOGRAPHY

Level: Intermediate

Theme: Photography

Prerequisite: Basic Photography (COM103)

Module Parameters:

- Students require access to a still camera (film or digital) and film or digital processing and printing equipment
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

This module reviews and expands on concepts outlined in Basic Photography, and includes composition, exposure, camera operation, image processing, proofing and enlarging.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply exposure principles and composition guidelines in photo assignments • demonstrate proficiency in the theory and practice of image processing, proofing, enlarging and print display	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – at least five photographs that demonstrate composition based on the elements and principles of design and rules of composition; e.g., rule of thirds, line, balance – a critique of each photograph making reference to the composition guidelines – demonstration of basic lighting – demonstration of image processing, proofing and enlarging skills – a caption for each photograph describing the technique used and/or the intent – mounted and displayed prints. <i>Assessment Tool</i> <i>Portfolio Assessment, COM204–I</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	70

MODULE COM204: INTERMEDIATE PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a grade of at least 50% on a teacher designed concept test (approximately 20 questions) dealing with: - the elements and principle of design applied to photo composition - principles of metering and exposure - light sources - photographic equipment - photographic materials, processes and techniques. <i>Assessment Tool</i> <i>Illustrative Example (to be developed)</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	20
	a presentation of project to teacher and peers. <i>Assessment Tool</i> <i>Presentations/Reports, COM204-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	10
	- observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

MODULE COM204: INTERMEDIATE PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - capture photographs with reference to the following composition guidelines: simplicity, camera angle, rule of thirds, backgrounds, elements and principles of design - demonstrate mastery of basic composition through use of techniques such as: - Rule of Thirds - Golden Triangle - diagonals - formal and informal balance - demonstrate mastery of basic lighting using previously learned techniques (e.g., Rembrandt, bounce, short loop, Paramount) - demonstrate use of key light, fill light and background light - demonstrate basic retouching skills for black and white photography - display responsibility and ethical behaviour by working within school and community standards.	Have students take and record through-the-lens and/or hand-held meter readings illustrating highlights, shadows, indoor/outdoor lighting, full-field and close-up, 18% gray card, etc.
Applied Technologies	- demonstrate knowledge of apertures, shutter speeds, one-stop changes, bracketing, and equivalent exposures through worksheets and/or camera operation - name the parts of an enlarger and explain their function - use a metering device to determine camera setting(s) - integrate exposure principles with camera techniques that include panning, stop action and depth of field - process images with an understanding of time, temperature and agitation - improve images by using darkroom techniques such as dodging and burning - produce a proof	

MODULE COM204: INTERMEDIATE PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies (continued)	<i>The student should:</i> • produce enlargements demonstrating composition through cropping to emphasize subject matter, and ensuring contrast, focus and cleanliness OR • equivalent concepts for available equipment (e.g., digital camera and computer).	
Presentation • Critiquing • Portfolio	• present the completed work to teacher and peers for feedback • review work and make changes as necessary using an accepted technique (e.g., dry mounting) • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs, proofs, log sheets, etc.	

MODULE COM205: PHOTOGRAPHIC COMMUNICATION

Level: Intermediate

Theme: Photography

Prerequisite: Basic Photography (COM103)

Module Parameters:

- Students require access to a still camera (film or digital) and film or digital processing and printing equipment, audio equipment, slide/tape, computer.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography and other media.

Students use photographic prints, slides or digital images to communicate a message or tell a story.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • identify and describe storytelling/ storyboarding techniques • produce photographic prints, slides or digital images to communicate a message or tell a story • develop the narration, music, sound effects or captions to accompany the images	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – an outline or description of the topic to be covered – a storyboard containing illustrations or descriptions of the images to be photographed – the images in their final presentation format; e.g., slide/tape, mounted prints, photo CD – the appropriate accompaniment to the images; e.g., narration, caption. <i>Assessment Tool</i> <i>Portfolio Assessment, COM205–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	90
	• the student's evaluation of his or her assignments (e.g., presentation, reflection log). <i>Assessment Tool</i> <i>Presentations/Reports, COM205–2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	10

MODULE COM205: PHOTOGRAPHIC COMMUNICATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - prepare an outline/script for a message or story - select appropriate subjects/topics and shoot required photographs - select images for display/presentation - create graphics, captions, etc., to accompany images - select music, narration, captions, etc., to accompany the display/presentation - display responsibility and ethical behaviour by working within school and community standards.	
Applied Technologies	- select and use equipment and facilities to complete assignment - use equipment and facilities in a safe and responsible manner.	
Presentation - Critiquing - Portfolio	- present the completed production for feedback - review work and make revisions as necessary - create and present a portfolio consisting of samples of the student's work.	

MODULE COM206: INTERMEDIATE PHOTOGRAPHIC TECHNIQUES

Level: Intermediate

Theme: Photography

Prerequisite: Basic Photography (COM103)

Module Parameters:

- Students require access to a still camera (film or digital) and film or digital processing and printing equipment, audio equipment, slide/tape, computer.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography and other media.

This module reviews and expands on concepts outlined in Intermediate Photography and emphasizes the application of lenses and depth of field in composition.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • describe the characteristics of different lenses and their applications • apply depth-of-field principles to obtain a variety of results in completing photographic assignments • describe and apply several darkroom digital techniques including cropping, contrast control, dodging, vignetting and burning in	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of a minimum of five photographs taken, processed, proofed and printed by the student showing application of three camera and two printing techniques from the following list: - Camera – different lenses – aperture control – shutter speeds – camera-subject distance – lens focal length – filters and lighting - Printing – cropping – contrast control – dodging – vignetting – burning in • each photograph must be mounted and accompanied by a caption that describes the techniques used. <i>Assessment Tool</i> <i>Portfolio Assessment, COM206-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	70 10

MODULE COM206: INTERMEDIATE PHOTOGRAPHIC TECHNIQUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of knowledge of metering and exposure principles, light sources, lenses and depth-of-field. <i>Assessment Tool</i> <i>Presentations/Reports, COM206-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - demonstrating responsibility (safety). <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	20 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - differentiate among short, normal and long lenses - determine depth of field using scales on lenses or with preview buttons on camera - demonstrate lens cleaning and handling - select a portrait negative and experiment with vignetting and multiple printing - select negatives with highlight and shadow problems and practise burning in and dodging techniques - proof all processed images - display responsibility and technical behaviour by working within school and community standards.	Lens refers to the camera and the enlarger, where available. "Image" implies negative and/or electronic.

MODULE COM206: INTERMEDIATE PHOTOGRAPHIC TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • use a variety of lenses (e.g., telephoto, wide angle, zoom, normal) and their characteristics (e.g., focal length, speed, sharpness) • shoot and develop a photo assignment using a variety of lenses • shoot and develop an assignment that demonstrates how depth of field affects composition and the significance of aperture, lens focal length and camera-subject distance on depth-of-field control.	
Presentation • Critiquing • Portfolio	• present the completed work to teacher and peers for feedback • review work and make changes as necessary • mount prints for presentation and display • create and present a portfolio consisting of samples of the student's photographs, or • equivalent concepts for available equipment (e.g., digital camera and computer).	

MODULE COM207: INTERMEDIATE PRINTING TECHNIQUES

Level: Intermediate

Theme: Print

Prerequisite: Introductory Printing (COM105)

Module Parameters:

- Students require access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in printing and safety in printing equipment use.

This module introduces the student to single-register reproductive printing.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • prepare visual images for printing by various methods; e.g., offset plate, serigraphic stencils, relief lock, digital • prepare various masters; e.g., offset plate, serigraphic stencils, relief lock, digital • print image(s) in register using one or more methods • finish printed material as required; e.g., trim, bind, pad, heat	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of products based on teacher-assigned tasks including: – at least three samples of a “camera-ready” copy – masters used to reproduce “camera-ready” copy, using at least two different printing methods; e.g., offset, serigraphy, electrostatic copy – a minimum of two completed prints demonstrating the two printing methods, and having the following characteristics: • the image is clear and clean • in register and aligned to the printed surface. – finishing as required <i>Assessment Tool</i> <i>Portfolio Assessment, COM207–I</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	80

MODULE COM207: INTERMEDIATE PRINTING TECHNIQUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of completed projects and a description/discussion about reproduction options, printing methods, types of printing masters, terminology, processes, etc. (e.g., 250 word report, 5–10-minute presentation, 30-question quiz). <i>Assessment Tool</i> <i>Presentations/Reports, COM207–2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	20 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - design a layout(s) using typography and/or images suitable for printing reproduction - justify with reasoned arguments the selection of typography and images used in designed layout(s) - complete designed layout selecting and incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and the use of white space - prepare designed layout in a manner suitable for a single-registered print (e.g., decal, logo, T-shirt) - display responsibility and ethical behavior by working within school and community standards	

MODULE COM207: INTERMEDIATE PRINTING TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • identify the printing options available and suggest the most appropriate for printing the designed layout (e.g., electrostatic, offset lithography, serigraphic (film stencil, paper stencil, photo emulsion) • select a printing method and prepare master(s) of image(s) for printing using that method • accurately place image with respect to the printing surface with the aid of registration guides • print master(s) using available mass-production technology • finish printed products as required using available equipment and facilities (e.g., trim, collate, pad, stitch)	
Presentation	• present product(s) for critique by teacher, peers and others (e.g., customers) as required • critique and evaluate own work and the work of others based on appropriateness and effectiveness of printing method to the task and: – how effectively the printing method(s) were used to complete assignments – technical and aesthetic quality of the finished product(s) – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio	

MODULE COM208: INTERMEDIATE PRINTING APPLICATIONS

Level: Intermediate

Theme: Print

Prerequisite: Intermediate Printing Techniques (COM207; Recommended)

Module Parameters:

- Students require access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in printing and safety in printing equipment use.

Students apply the technique of single-register printing to a practical situation(s).

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • address practical print-based tasks using single-register printing by applying previously learned printing techniques – prepare “camera-ready” copy and masters suitable for the printing task; e.g., offset plate, serigraphic stencils, relief lockup – reproduce images in appropriate quantity – use finishing techniques as required	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of job-related products including: – a “camera-ready” copy – masters used to reproduce the image(s) – printed product(s) having the following characteristics: • image is clear and clean • in register and aligned to the printed surface. – finishing techniques applied as required <i>Assessment Tool</i> <i>Portfolio Assessment, COM208–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> Notes: The items for the portfolio may be completed and assessed in stages; e.g., a screen printing master may be assessed before the total portfolio is completed so that the screen can be used by another student for his or her project. Have the student select an appropriate job/task to apply one or more techniques learned in COM207 – Intermediate Printing Techniques.	90

MODULE COM208: INTERMEDIATE PRINTING APPLICATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - the student's presentation of project work to teacher/peers and/or client. <i>Assessment Tools:</i> <i>Presentations/Reports, COM208-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - acting ethically - teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - generate one or more ideas suitable for a single-register print - complete comprehensive layouts incorporating accepted design principles (e.g., proportion, balance, contrast, rhythm, harmony, unity) and use of white space.	See Intermediate Printing Techniques for module for more detailed SLEs.
Applied Technologies	- prepare master(s) using suitable approaches for the printing task - practise accurate image placement with the aid of registration guides - print master for each printing task - apply finishing techniques as required.	

COM208: INTERMEDIATE PRINTING APPLICATIONS (continued)

Concept	Specific Learner Expectations	Notes
Presentation • Critiquing • Portfolio	<i>The student should:</i> • critique completed layout(s) and print(s) • create and present a portfolio consisting of samples of the student's work.	

MODULE COM209: INTERMEDIATE AUDIO/VIDEO 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of knowledge of audio/video technology and equipment (e.g., 250-word report, 5–10-minute presentation, 30-question quiz). <i>Assessment Tool</i> <i>Presentations/Reports, COM209–2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - prepare a story board for an audio project concentrating on the development of specific effects and techniques (e.g., sound level, distortion and ambient sound) and a story board for a video project concentrating on the development of specific effects and techniques (e.g., angle and movement, cuts, transitions, lighting) - prepare a production plan for recording a one to three minute audio clip and a one to three minute video clip demonstrating identified effects and techniques - prepare a story board and production plan for recording a five minute project combining audio and video techniques and relating a short story or message	Story boards are useful tools for planning productions in video and in animation. Students who have taken the Beginning Animation module will have been introduced to this tool. Teachers may wish to prepare a standard audio and video checklist as a way to track which techniques and effects a student has demonstrated.

MODULE COM209: INTERMEDIATE AUDIO/VIDEO 1 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> • follow prepared production plans and story boards and produce audio and video projects • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • display responsibility and ethical behavior by working within school and community standards.	
Applied Technologies	• record audio/video assignments • set up and operate audio and/ or video recording equipment in a safe and responsible manner • demonstrate specific audio and/ or video techniques as described in recording plans.	Students who have taken the Basic Audio/Video module should be able to use the equipment. Here they can concentrate on technique/skill development.
Presentation	• present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the story board to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio	It is important that students become able to critique their own work and provide suggestions and constructive criticism to others during project development and upon final presentation. This will help each student in the group succeed rather than just a few.

MODULE COM210: INTERMEDIATE AUDIO/VIDEO 2

Level: Intermediate

Theme: Audio/Video

Prerequisite: Intermediate Audio/Video 1 (COM209; Recommended)

Module Parameters:

- Students require access to basic audio and video equipment, a basic studio facility and editing equipment/facility.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in audio/video production.

Students build on production skills covered in Audio/Video Production 1, and use pre-production and post-production techniques.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply pre-production, production and post-production techniques to complete an audio/video project • apply production elements (e.g., lighting, sound) to enhance the production • apply post-production editing techniques	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – an audio/video project five or more minutes in length – development of a project proposal including pre-production, production and post-production elements – development of a project treatment – working plan detailing responsibilities <i>Assessment Tool</i> <i>Portfolio Assessment, COM210-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i>	60
	• a presentation describing the development of the project, the use of production elements (lighting, sound, etc.) and how these elements/techniques complement the content, and	20
	• a presentation of knowledge of pre- and post-production techniques (e.g., 250-word report, 5–10-minute presentation, 30-question quiz). <i>Assessment Tool</i> <i>Presentations/Reports, COM210-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i>	20

MODULE COM210: INTERMEDIATE AUDIO/VIDEO 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - working in a group, develop a project proposal for an audio/video production that recognizes and includes elements of pre-production (e.g., planning, treatment, scripting, story boarding), production (e.g., shooting, lighting, acting, live narration, floor direction, live sound recording) and post-production (e.g., editing, special effects, titling, sound effects, voice over narration) - develop a treatment for the proposal outlining the what the project would entail: - story concept - script outline - on-location/studio-based requirements - shot list - anticipated technical requirements - timeline with key benchmarks - prepare work plan and distribute responsibility so each member of the group will have key responsibilities(e.g., host/actor, camera operator, sound recording, editor) but will also have the opportunity to play other roles or share roles in the production - identify what the various roles (production positions) are and what responsibilities they entail	Full audio/video production requires the efforts of a number of people working together. Students need to work in groups in this area to produce their work. A sideline to the production activity will be the development and/or reinforcement of 'basic' competencies identified in the 'Teamwork' section of the 'Basic Competencies Framework'.

MODULE COM210: INTERMEDIATE AUDIO/VIDEO 2

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> • follow prepared production plans and story boards and produce an audio/video project • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • display responsibility and ethical behavior by working within school and community standards.	Terminology could include hand signals used in the studio.
Applied Technologies	• experiment with various sound effects and sound producing techniques to achieve a variety of effects as part of the production activity • experiment with various artificial and natural lighting as part of the production activity • assume responsibility for assigned role(s) during the production • operate audio and/ or video recording equipment in a safe and responsible manner	Many sound engineers experiment with sounds and collect them for future use. For example the sound of light sabers striking each other in Star Wars was produced by striking a high tension support wire on a tower.
Presentation	• present assignments to teacher/peers for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the story board to the story told in final product – aesthetics – meeting of school and community standards – organization of production task • create and present a portfolio of work completed in this module or add this work to an existing portfolio	

MODULE COM211: INTERMEDIATE ANIMATION

Level: Intermediate

Theme: Audio/Video

Prerequisite: Beginning Animation (COM107; Recommended)

Module Parameters:

- Students require access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in animation production.

This module builds on the skills developed in Beginning Animation and stresses planning, idea development and storytelling techniques.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • demonstrate knowledge of various animation styles, techniques and applications • produce short animation assignment(s) that: – develops an idea; e.g., establishes a theme, evokes an emotional response – tells a story	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – an animation project (e.g., 30 seconds) that demonstrates the student's ability to have the images move "effectively" – the animation should have a beginning, a middle and an end – a synopsis of the story or idea – a completed storyboard or outline for the animation – beginning and/or end credits for the animation. <i>Assessment Tool</i> <i>Portfolio Assessment, COM211-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	70

MODULE COM211: INTERMEDIATE ANIMATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of the animation in which the student discusses the production, his or her choice of animation technique(s), possible enhancements, and how well the animation achieves its purpose. - a presentation of knowledge of animation styles, techniques and applications (e.g.: 250-word report, a demonstration/discussion while engaged in animating, 30-question quiz). <i>Assessment Tool</i> <i>Presentations/Reports, COM211-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	20 10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - observe and discuss various animation styles, techniques and applications - identify at least three animation styles and techniques: - cel animation, claymation, pixilation, computer animation - identify two applications of animation	Encourage students to: - define the purpose for creating the animation, and - to create titles which blend in with the rest of the animation.

MODULE COM211: INTERMEDIATE ANIMATION (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> • prepare a story outline for a presentation; e.g., – a storyboard illustrating the flow of the story, or – description of the images or scenes to be animated – a synopsis (50–100 words) describing the story or idea.	The most important outcome is for the student to create a plan for the project and to follow it.
Applied Technologies	• select an appropriate technique for the animation; e.g., cel animation, claymation, computer animation • complete an animation project.	
Presentation • Critiquing • Portfolio	• present and discuss the project with teacher and peers • create a portfolio which includes all preparatory components of the project (e.g., storyboard, description of scenes, synopsis), finish project(s) and any other teacher specified requirements.	

MODULE COM212: INTERMEDIATE DIGITAL DESIGN

Level: Intermediate

Theme: Print

Prerequisite: None

Module Parameters:

- Students require access to a computer, CD ROM, scanner, audio/video equipment.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in computer graphics and digital design techniques.

This module introduces the student to the integration of various media for the purpose of producing a multimedia message.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • transfer media elements to and from various sources • design and produce a message using a combination of two or more media	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – a multimedia message (minimum length 30 seconds) to a target audience that requires the combining and manipulating of media elements from two or more sources into one product using digital technology – the project will convey a central message, impression or theme, and include an appropriate beginning and/or end title. <i>Assessment Tools</i> <i>Portfolio Assessment, COM212-1</i> <i>Communication Technology Project Assessment Technology, COMPAF</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i>	80

MODULE COM212: INTERMEDIATE DIGITAL DESIGN (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of the completed message as presented, describing the techniques involved, identifying possible enhancements and explaining any difficulties encountered. <i>Assessment Tools</i> <i>Presentations/Reports, COM212-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 2 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	20 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - identify various media that may be used to communicate ideas and convey messages and outline their characteristics, strengths and weaknesses in the context of their use - devise a message to deliver an idea using a combination of more than one media (e.g., video, CD ROM, audio) through digital technology - identify appropriate media to convey a message - justifying their selection based on the appropriateness of the media to the task (e.g., target audience, ease of use, potential impact, longevity, other characteristics identified by the teacher)	It is important for students to know that messages are produced through a series of deliberate decisions based on strengths of particular media to deliver ideas in a particular way.

MODULE COM212: INTERMEDIATE DIGITAL DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> - communicate their understanding of the importance of planning in a project involving more than one form of media - develop a plan for delivering a media product using a combination of two or three different media and digital technology, this plan should include: - statement of the message to be delivered and working title - identification of the target audience and their general characteristics (e.g., teens age 14 - 16 years, high energy, independently minded) - preferred media and why it has been selected - associated resource requirements (e.g., equipment, facility, personnel) - timeline with key delivery dates including interim review/critique and final presentation - produce a message following stated plan - solicit feedback from potential target audience during development/production and revise as required - repeat process as required to generate additional messages.	Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message. Students should follow their plan, only making modifications based on reasoned positions presented and approved by the teacher.
Applied Technologies	- transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) using digital technology as either a source or a destination - describe basic notions of the process by which this transfer occurs (e.g., a printed image that is scanned into a computer is digitized and the image described in electronic codes that are interpreted by the computer).	Students need to have some notion of how the process occurs, not just that it does.

MODULE COM212: INTERMEDIATE DIGITAL DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<i>The student should:</i> • present final product to the target audience • obtain feedback on appropriateness and effectiveness of message based on: – message suitability for the target audience – message clarity – media suitability for the message delivered – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module (e.g., project plan, reflection on decisions made and their impact on the project, working drafts, etc.) or add this work to an existing portfolio	The importance of feedback can not be over-emphasized both during project development and at completion. Part of this feedback should include recognition and adherence to school and community standards given the potential power of the communication media.

MODULE CURRICULUM AND ASSESSMENT STANDARDS: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Communication Technology.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module COM301: Presentation and Communication 3	F.3
Module COM302: Media and Design Analysis 2	F.7
Module COM303: Advanced Script Writing	F.11
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MODULE COM301: PRESENTATION AND COMMUNICATION 3

Level: Advanced

Theme: Presentation

Prerequisite: Presentation and Communication 2 (COM201; Recommended)

Module Parameters:

- Students should have access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photograph equipment.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in media production and use.

Students refine presentation skills to communicate to a target audience.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • prepare presentation(s) for “real” audiences in a variety of contexts; e.g., in class, in school, in community • prepare presentation materials (e.g., overhead transparencies, charts, graphs, radio/television advertisement) for delivery by self or another presenter • evaluate a variety of presentations: – self and/or peer – professional and/or commercial	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – two presentation assignments, five to seven minutes in length, which include the use of three different types of media/technology and delivered to a “real” (if not delivered via video or audio technology) audience – samples of work from three different media (e.g., print, audio, video, computer) used in student’s presentation – a written evaluation (minimum 300 words) on one presentation made by the student which outlines the intent of the presentation, provides justification for the supporting resources, and summarizes of the responses from a questionnaire or survey provided to the audience. <i>Assessment Tool</i> <i>Portfolio Assessment, COM301–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	50 20 20

MODULE COM301: PRESENTATION AND COMMUNICATION 3 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a final presentation to a target audience of one presentation assignment <i>Assessment Tools</i> <i>Presentations/Reports, COM301–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - prepare and deliver information to a 'real' target audience (e.g., a group with some background in the topic area) based on a teacher-specified topic - prepare and deliver information to a 'real' target audience based on a student-specified topic - each presentation will have the following characteristic: - five to seven minutes in duration - be targeted to the audience - be developed and presented using an established presentation process - include the use of different types of mediated support material (e.g., print, overhead transparency, real object, flip chart, slides, video, CD ROM, computer-generated images) - be evaluated by the target audience	

MODULE COM301: PRESENTATION AND COMMUNICATION 3 (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures (continued)	<i>The student should:</i> • use one presentation to explore the a specific delivery mechanism (e.g., radio/television commercial, public service announcement (PSA), audio or video news report, billboard advertisement, poster design, etc.) • where possible, contact professionals working in a presentation and/or communication field and identify how they develop and deliver presentations and/or make mediated presentation materials and the characteristics they look for in presenters, their presentations and the support materials they use.	This may be by inviting a business facilitated representative to make a presentation to the students.
Applied Technologies	• select and use media based on its positive attributes for specific types of presentations • identify facility and equipment requirements for use of mediated materials making logical decisions based facility and equipment availability, effectiveness, ease of use, etc. • generate mediated materials to support presentations.	
Presentation	• make final presentations to target audience • use appropriate language (verbal and body language) and speech techniques • exhibit self-confidence during presentation • ensure all necessary facility/equipment is in place and functioning for presentation • obtain feedback on appropriateness and effectiveness of presentation based on: – use of the presentation process – personal presentation technique – presentation flow – technical quality of support materials	

MODULE COM301: PRESENTATION AND COMMUNICATION 3 (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued)	<i>The student should:</i> • prepare a report on one presentation outlining: – intent of the presentation including subject matter, target audience, length, type of presentation – selection and justification of supporting materials – self-evaluation of presentation – peer-evaluation of presentation • create and present a portfolio of work completed in this module (e.g., project plan, reflection on decisions made and their impact on the project, working drafts, etc.) or add this work to an existing portfolio	

MODULE COM302: MEDIA DESIGN AND ANALYSIS 2

Level: Advanced

Theme: Presentation

Prerequisite: Media Design and Analysis 1 (COM202; Recommended)

- Module Parameters:
- Specialized facilities may be required depending on the direction taken in the module. Students should have access to a various media equipment such as overhead projector, slide projector, flip chart, computer, video camera, photographic equipment.
 - It is recommended that the student have access to instruction from an individual with formal, specialized training in media production and use.

This module enables the student to use school and/or community resources to produce message(s) for a target audience to be delivered through two or more media.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • choose, justify and develop a message(s) for a target audience using two or more media • analyze the same message(s) as delivered through different media • critique media message/product	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – a project proposal to promote a specific idea, product or event – plans for the production of two media messages – two different messages produced from the project proposal – the techniques to be used, justification for the choice of media and a method for evaluating the effectiveness of the message/medium, and – an analysis of media messages that will include at least two examples from three different media sources; e.g., billboards, radio, television, magazine. <i>Assessment Tool</i> <i>Portfolio Assessment, 302-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	70
	• a presentation of work completed and inclusion in a portfolio. <i>Assessment Tools</i> <i>Presentations/Reports, 302-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	20
		10

MODULE COM302: MEDIA DESIGN AND ANALYSIS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - identify two messages to deliver to one or more target audiences - select two (or more) media in which to produce each message (e.g., print, audio, video, animation) - justify this selection based on the target audience(s), media attributes, availability of technical facility, personal technical background and technical assistance available - develop a plan for producing each message in each form(s) of media - follow plan to produce messages in each form(s) of media	Students at this level should be able to select appropriate media to deliver different types of messages to different target groups. They should justify their selections through reasoned arguments about to the type of message, target audience and media characteristics. Students should be able to devise and follow a simple plan but will need confirmation with respect to facility and equipment availability etc.
Applied Technologies	- use selected media to produce messages - access and use technical facilities, equipment and expertise as required to complete production of - access and use technical facilities, equipment and expertise as required to present messages in each format	This module might be taught in conjunction with a module(s) that deal with specific technical skills such as Advanced Video or Advanced Printing Techniques.

MODULE COM302: MEDIA DESIGN AND ANALYSIS 2 (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<i>The student should:</i> • present final products to peers for their reaction and gather feedback using a survey instrument (e.g., survey form, standardized set of questions posed directly to the audience) • analyze results of target audience reaction to message including: – appropriateness of media selected for messages produced – effectiveness of message delivery i.e., did it communicate the main point in each form of media? – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio	A variety of survey instruments can be used to gather information. Students need to use the information they gather to make reasoned decisions for future projects.

MODULE COM303: ADVANCED SCRIPT WRITING

Level: Advanced

Theme: Presentation

Prerequisite: Intermediate Script Writing (COM203; Recommended)

Module Parameters:

- No specialized facilities or equipment required.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in script writing.

This module enables the student to refine script writing skills by writing for specific media formats.

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • demonstrate knowledge and skill specific to writing scripts for selected formats • select a format (e.g., long, short) and write a script in that format for a target audience	<i>Assessment of student achievement will be based on:</i> • a portfolio that includes: – a draft and final version for two of the following: • public service announcement or commercial (minimum 30 seconds) • news or documentary (minimum three minutes) • radio or screenplay (drama) (minimum five minutes) – a comparison of one script to a professionally written script (or equivalent) of the same type <i>Assessment Tool</i> <i>Portfolio Assessment, 303–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	80
	• presentation of work completed and inclusion in a portfolio. <i>Assessment Tool</i> <i>Portfolio Assessment, 303–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	20

MODULE COM303: ADVANCED SCRIPT WRITING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - communication. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - generate ideas to be developed into a script - prepare and expand on script ideas, proposals and treatment plans - complete scripts for the following: - public service announcement or commercial - news or documentary - radio play or screen play - use the characteristics of a good script to write a script in the specific format. - compare/contrast scripts developed with professionally developed or other sample scripts	Encourage the student to use the approach to writing and revising that works for him or her. Readings of works in progress should be encouraged throughout the writing process.
Presentation Portfolio	- present completed project(s) to teacher and peers - create and present a working portfolio consisting of the proposal, a draft and final version of each script.	The portfolio may be used to generate an actual production in another module.

MODULE COM304: ADVANCED PHOTOGRAPHY

Level: Advanced

Theme: Photography

Prerequisite: Intermediate Photography (COM204; Recommended)

Module Parameters:

- Students require access to cameras (film or digital), a darkroom, film or digital processing and printing equipment and access to a studio facility.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

Students apply various light sources, multiple lighting arrangements and metering techniques with an emphasis on flash and studio lighting.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • identify and describe different camera and film formats • use different camera and film formats • apply the theory and operation of light-metering devices and electronic flash devices in a photographic assignment(s) • apply studio lighting techniques to photographic assignment(s)	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – at least five photographs processed, printed and mounted by the student and showing: • application of studio lighting techniques • use of light metering devices • use of electronic flash devices – a lighting diagram for at least two photographs showing the relative position of the camera; subject; main, fill, background and hair lights; background and props – a critique of the photographs. <i>Assessment Tool</i> <i>Portfolio Assessment, COM304–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	80

MODULE COM304: ADVANCED PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a minimum of 50% on a teacher designed concept test (approximately 20 questions) on incident and reflective hand-held meters, flash meters, concepts such as the "Inverse Square Law", focal plane limitations, stop action, multiple exposures, fill lighting and different cameras and film formats. - presentation of project work to teachers/peers <i>Assessment Tool</i> <i>Presentations/Reports, COM304-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	10 10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - describe various camera formats (e.g., 35mm SLR, viewfinder, rangefinder) and their applications (e.g., photojournalism, portraiture, product advertising) - identify and describe various lighting sources (e.g., sunlight, tungsten, fluorescent, electronic flash), their characteristics and their effect on the photographed subject - describe and apply the following concepts: Kelvin ratings, "Inverse Square Law", incident/reflective light - identify and describe different studio lighting arrangements; e.g., Rembrandt, Paramount - apply studio knowledge in still and portrait photography.	

MODULE COM304: ADVANCED PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • select and use light sources to achieve desired effects • use built-in, hand and/or flash meters and gray cards to determine desired camera settings • use flash lighting device(s) including: – flash synchronization –M and X – aperture calculations • produce photographs using flash • control and adjust lighting intensity • process images.	
Presentation • Critiquing • Portfolio	• mount prints for presentation and display • review work and make changes where necessary • create and present a portfolio consisting of samples of the student's photographs.	

MODULE COM305: PHOTOJOURNALISM

Level: Advanced

Theme: Photography

Prerequisite: Intermediate Photography (COM204; Recommended)

Module Parameters:

- Students require access to still camera (film or digital) and film or digital processing and printing equipment and a computer.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography and if possible journalism.

This module introduces the student to photojournalism.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply knowledge of composition, lighting, exposure and image processing to photograph specified events • integrate type and photographs to complete a layout(s) • explore career options in photojournalism	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – the student's (or client's) description/outline of the topic to be covered – the images in their final presentation with the appropriate captions – documentation of the student's evaluation of the assignment, including comments from the client and/or teacher – a presentation of information on career options in photo journalism. <i>Assessment Tool</i> <i>Portfolio Assessment, COM305-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	90
	• presentation of work to client and/or teacher and peers. <i>Assessment Tool</i> <i>Portfolio Assessment, COM305-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	10

MODULE COM305: PHOTOJOURNALISM (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources - communication - teamwork and leadership - demonstrating responsibility (safety). <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above.</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - describe the legal and ethical responsibilities of a photojournalist - coordinate picture taking assignments (e.g., school newspaper, yearbook) with clients - process and proof all images and develop a filing system - consult with client(s) and select images that will meet the requirements of specific layouts - complete page layouts by adding captions and stories to images.	The student or teacher may choose the topic, if there is no client involved.
Applied Technologies	- illustrate representative coverage with long, medium and closeup photos having a variety of horizontal and vertical compositions - enlarge images to required sizes.	

MODULE COM305: PHOTOJOURNALISM (continued)

Concept	Specific Learner Expectations	Notes
Presentation • Critiquing • Portfolio	<i>The student should:</i> • review work with client and make changes as necessary • present completed work for feedback • mount prints for presentation and display (as required) • identify career options • create and present a portfolio consisting of the photographs and captions from the assignment.	Have students display their work in the classroom, school, local community, etc.

MODULE COM306: ADVANCED PHOTOGRAPHIC TECHNIQUES

Level: Advanced

Theme: Photography

Prerequisite: Intermediate Photographic Techniques (COM206; Recommended)

Module Parameters:

- Students require access to still cameras, a darkroom and photo retouching equipment.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

This module allows the student to create special photographic effects through a variety of approaches including advanced enlarging techniques, high contrast derivations, toning, retouching and print presentation.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • use enlarging techniques to achieve a variety of photographic effects • use retouching techniques to enhance the visual quality and/or to achieve different special effects with photographic prints • alter/convert continuous tone black and white prints through the use of colour and through the use of high contrast materials and techniques	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of a : – minimum of five photographs taken, processed, proofed and printed by the student, showing application of: • enlarging techniques; e.g., vignetting, multiple printing • high contrast derivation • toning • retouching; e.g., spotting, airbrushing – each photograph must be mounted and accompanied by a caption describing the technique used – documentation of the student's experiences while creating the photographic effects (e.g., reflection log, journal). <i>Assessment Tool</i> <i>Portfolio Assessment, COM306-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	60 10 10

MODULE COM306: ADVANCED PHOTOGRAPHIC TECHNIQUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of project and description/discussion of enlarging techniques, high contrast derivations, toning and retouching, etc. used during project. <i>Assessment Tool</i> <i>Presentations/Reports, COM306–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - demonstrating responsibility (safety). <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> ..	20 Integrated throughout

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> - apply such techniques as contrast manipulation, vignetting, multiple printing and solarization - use spotting and airbrush techniques for print retouching - use print toners and print colouring materials - use orthochromatic film and/or electronic imaging techniques to produce such high contrast derivations as negatives, positives, tone line images and tone separations.	Similar and/or additional techniques may be done using digital technology.

MODULE COM306: ADVANCED PHOTOGRAPHIC TECHNIQUES (continued)

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> • use enlarger and other necessary equipment and facilities to produce prints • use tools and materials (e.g., airbrush, hand spotting brush and spot tone) to modify/enhance photographs • suggest applications for various photographic techniques (e.g., serigraphy master)	
Presentation • Critiquing • Portfolio	• present the completed work for feedback • review work and make changes as necessary • mount prints for presentation and display using dry mounting, cutting mattes, framing, etc. • create a portfolio consisting of samples of the student's photographs.	

MODULE COM307: COLOUR PHOTOGRAPHY

Level: Advanced

Theme: Photography

Prerequisite: Intermediate Photography (COM204)

Module Parameters:

- Students require access to still cameras, a colour darkroom and photo retouching equipment.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

This module introduces the student to colour photography.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • identify and describe the additive and subtractive colour processes • identify and describe the differences between negative and reversal photographic materials • expose and process negative and/or reversal films and paper	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – a minimum of 3 photographs taken, processed, printed and mounted by the student – a critique of the photographs – high contrast derivation. <i>Assessment Tool</i> <i>Portfolio Assessment, COM307-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i>	80
	<i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	
	• a minimum of 50 % on a teacher designed concept test (approximately 20 questions) demonstrating knowledge of the additive and subtractive colour theory, and negative and reversal photographic materials and processes.	10
	• presentation of project work to teacher and/or peers <i>Assessment Tool</i> <i>Presentations/Reports, COM307-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	10

MODULE COM307: COLOUR PHOTOGRAPHY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - demonstrating responsibility (safety). <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Process and Procedures	<i>The student should:</i> - identify the primary and secondary colours as they apply to additive and subtractive colour theory - describe additive colour theory as it applies to colour photography and other applications (e.g., colour television).	
Applied Technologies	- use bracketing to demonstrate exposure latitude, and use alternative light sources such as outdoor, indoor and electronic flash to illustrate colour temperation and psychological effects - use colour heads to manipulate colour and density - expose and develop colour slide/negative film - prepare graphics for slides and photograph with high contrast film (where possible) - use an enlarging meter for colour and density readings - prepare chemistry and facilities for colour printing - select a slide/negative and expose and develop a colour test print - judge test print for colour and density and make adjustments on the subsequent print.	

MODULE COM307: COLOUR PHOTOGRAPHY (continued)

Concept	Specific Learner Expectations	Notes
Presentation • Critiquing • Portfolio	<i>The student should:</i> • present completed work for feedback • review work and make changes as necessary • mount completed work for display and presentation • create a portfolio consisting of samples of the student's photographs.	

MODULE COM308: ADVANCED PRINTING TECHNIQUES

Level: Advanced

Theme: Print

Prerequisite: Intermediate Printing Techniques (COM207)

Module Parameters:

- Students require access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in photography.

This module introduces the student to multi-register reproductive printing.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • prepare visual images for printing in at least two colours • prepare masters required to print images in at least two colours (e.g., offset plate, serigraphic stencils, relief lockups) • print (an) image(s) in register • use finishing techniques as required	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of products based on teacher-assigned tasks including: – samples of “camera-ready” copy for multi-register printing – masters used to reproduce “camera-ready” copy using at least two different printing methods capable of multi-register printing – a minimum of two finished prints demonstrating the two printing methods, and having the following characteristics: • the image is clear and clean • in register and aligned to the printed surface. – application of finishing techniques as required <i>Assessment Tool</i> <i>Portfolio Assessment, COM308–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	90
	• present project work to clients, teachers and/or peers <i>Assessment Tool</i> <i>Presentations/Reports, COM308–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	10

MODULE COM308: ADVANCED PRINTING TECHNIQUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources.	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - generate one or more ideas suitable for a multi-register printing - complete comprehensive layouts incorporating accepted design principles - select appropriate printing method and prepare masters, using previously learned approaches - display responsibility and ethical behaviour by working within school and community standards.	The notion of multi-register is that more than one colour will be sequentially printed on the same surface. Students at this level should be able to print an image in at least two colours. Teachers may wish to have them try printing more than two colours on one or more projects. Teachers may wish to have students try printing images on a variety of surfaces: e.g., rough, smooth, flat, curved.
Applied Technologies	- practise accurate image placement with the aid of registration guides - print images using available mass-production technology.	Consult authorized learning and teaching resources for detailed methodologies.
Presentation - Critiquing - Portfolio	- present completed layouts, masters and prints for feedback - create and present a portfolio consisting of the layout, master and samples of the finished product.	

MODULE COM309: ADVANCED PRINTING APPLICATIONS

Level: Advanced

Theme: [Print](#)

Prerequisite: Advanced Printing Techniques (COM308; Recommended)

Module Parameters:

- Students require access to layout tables, tools and materials and/or computers with graphic layout capabilities and one or more types of printing equipment/facilities capable of multi-register printing.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in printing and safety in printing equipment use.

Students apply the technique of multi-register printing to a practical situation(s).

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • address a practical print-based task applying previously learned techniques • select suitable printing method, prepare masters suitable for the printing task (e.g., offset plate, serigraphic stencils, relief lockups) and reproduce in required quantity • print images in register • use finishing techniques as required	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of job-related products including: – a “camera-ready” copy for products requiring multi-register printing – masters used to reproduce the image(s) – finished printed product(s) with the following characteristics: • image is clear and clean • in register and aligned to the printed surface – application of finishing techniques as required. <i>Assessment Tool</i> <i>Portfolio Assessment, COM309–1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> • present project work to clients, teacher and/or peers. Student justifies selection of specific techniques used to complete job(s). <i>Assessment Tools</i> <i>Presentations/Reports, COM309–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	90 10

MODULE COM309: ADVANCED PRINTING APPLICATIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - acting ethically - managing resources. <i>Assessment Tool</i> <i>Reference Guide: Basic Competencies</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - generate one or more ideas suitable for a multi-register printing - complete comprehensive layouts incorporating accepted design principles - prepare master(s) using suitable approaches for the printing task - display responsibility and ethical behaviour by working within school and community standards.	The student should be working independently and with little or no supervision.
Applied Technologies	- practice accurate image placement with the aid of registration guides - print master for each printing task - apply finishing techniques as required.	Consult authorized learning and teaching resources for detailed methodology.
Presentation - Critiquing - Portfolio	- present completed layout(s), master(s) and print(s) for feedback - create and present a portfolio consisting of the layout and samples of the finished product.	The student may use this final portfolio when applying to a post-secondary institution, or when talking to a potential employer.

MODULE COM310: ADVANCED AUDIO

Level: Advanced

Theme: Audio/Video

Prerequisite: Intermediate Audio/Video 1 (COM209; Recommended)

Module Parameters:

- Students require access to audio equipment (e.g., microphones, mixer, amplifier, speakers), a basic studio facility and audio editing equipment/facility.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in audio production.

Students plan, develop and produce specific audio projects.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply pre-production, production and post-production techniques and strategies to complete an audio project • use audio equipment and various sound recording techniques for production enhancement	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – an audio project (five to eight minutes) that demonstrates the student's application of a planning strategy (e.g., audio script showing all sound cues) use of audio equipment (e.g., microphones, mixers, amplifier); and production techniques (e.g., dubbing, editing) – an audio assignment (two to three minutes) that uses sound, but no words. All sounds will be recorded by the student and edited to demonstrate the use of fading, layering, polishing, special effects and transitions – a director's log book which contains: • the audio script (including all sound cues) • a storyboard (where applicable), and • at least one critique (minimum 150 words) for two of the following stages (pre-production, production and post-production) <i>Assessment Tool</i> <i>Portfolio Assessment, COM310-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	50 20 20

MODULE COM310: ADVANCED AUDIO (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - Presentation of project work to teachers and/or peers. <i>Assessment Tool</i> <i>Presentations/Reports, CPM310–2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - teamwork and leadership. <i>Assessment Tool</i> <i>Reference Guide: Basic Competencies</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - working in a group, develop a project proposal for an audio production for a target audience that recognizes and includes elements of pre-production, production and post-production. - develop a treatment for the proposal outlining what the project would entail: - story concept - script outline - on-location/studio-based requirements - recording list - anticipated technical requirements - timeline with key benchmarks - prepare workplan and distribute responsibility so each member of the group will have key responsibilities - follow prepared production plans and story boards and produce an audio project	The emphasis in this module should be on the student's ability to organize and manage an audio project. Specific technical skills will also be learned or enhanced.

MODULE COM310: ADVANCED AUDIO (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> • repeat process as required to produce an experimental project concentrating on exploring the properties of sound and various sound recording, editing and manipulation techniques • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in audio fields • display responsibility and ethical behavior by working within school and community standards	It is important that students learn the importance of sound to productions but also to the human condition. This can be explored through this kind of experimental project. This provides a good opportunity to develop community partners for the program.
Applied Technologies	• enhance audio equipment operation skills through producing audio projects, these skills to include: – on location recording and studio recording – microphone placement for recording – sound layering – dubbing – editing – special effects • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner	A student may choose to complete one major project if it has all the requirements defined in the assessment standards.
Presentation	• present assignments to the target audience for critique and evaluation • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the story board to the story told in final product – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this	The target audience may be teacher and may be teacher and group. It may also be an external client.

MODULE COM311: ADVANCED VIDEO

Level: Advanced

Theme: Audio/Video

Prerequisite: Intermediate Audio/Video 1 (COM209; Recommended)

Module Parameters:

- Students require access to video equipment suitable for pre-production, production and post-production including a basic studio facility and video editing equipment/facility.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in video production

In this module, the student plans, develops and produces specific video projects.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • apply pre-production techniques and strategies to produce a video; e.g., prepare a proposal, treatment/script, time line, shot list, rehearsal • apply production elements (e.g., lighting, sound, special effects) to the production • use post-production techniques (e.g., edit decision list, narration, sound, music, effects, titles) to enhance the production • present the final product to an audience for feedback	<i>Assessment of student achievement will be based on:</i> • a portfolio containing: – the planning and production of a two to three-minute video on an assigned topic, using in-camera editing – a video project for a target audience (five to eight minutes) that demonstrates the student's application of pre- and post-production planning • for each project prepare a: – story outline or storyboard – shot list; e.g., camera angle, medium or closeup shot – director's log book, which includes an edit decision list, revision entry for two of the following stages (pre-production, production and post-production) and one critique (minimum 150 words) <i>Assessment Tool</i> <i>Portfolio Assessment, COM311-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	20 60 10

MODULE COM311: ADVANCED VIDEO (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of a final video project to a target audience <i>Assessment Tools</i> <i>Portfolio Assessment, COM311-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - managing resources - teamwork and leadership. <i>Assessment Tool</i> <i>Reference Guide: Basic Competencies</i>	10 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - working in a group, develop a project proposal for a video production that recognizes and includes the elements of pre-production, production and post- production - develop a treatment for the proposal outlining the what the project would entail: - story concept - script outline - on-location/studio-based requirements - shot list and/or 'paper edit' - anticipated technical requirements - timeline with key benchmarks - prepare workplan and distribute responsibility so each member of the group will have key responsibilities	The emphasis in this module should be on the student's ability to organize and manage a video project. Proper planning at the pre-production stage will enable students to attempt 'manageable' projects. Specific technical skills will also be learned or enhanced as they apply to the project.

MODULE COM311: ADVANCED VIDEO (continued)

Concept	Specific Learner Expectations	Notes
Processes and Procedures (continued)	<i>The student should:</i> • follow prepared production plans and story boards and produce a video project use appropriate technical terminology in describing • use appropriate technical terminology in describing equipment, techniques, processes and procedures in the context of project work and during presentations to others • select and research careers and contact professionals in video fields • display responsibility and ethical behavior by working within school and community standards	This provides a good opportunity to develop community partners for the program.
Applied Technologies	• enhance video and related audio equipment operation skills through by producing video projects, these skills to include: – varying focal length and focal distance – adding and subtracting light in (artificial and natural) – in-camera editing – post-production editing including cutting on movement – special effects through use of sound • select and implement pre- and post-production techniques as required • operate audio recording equipment in a safe and responsible manner	
Presentation	• present 'rough-cut' to the teachers and/or others for critique and recommendations • present the final product to the target audience for critique and assessment • critique and evaluate own work and the work of others based on appropriateness and effectiveness of assignments with respect to: – how well the techniques were accomplished – relationship of the story board to the story told in final product – aesthetics – meeting of school and community standards	A 'rough-cut' is a rough form of the video that shows the imagery as it would be seen in the final product and has a voice over scratch track for dialogue but is incomplete e.g., no titling, special effects, etc.) The target audience may be teacher and peers or another group. It may also be an external client.

MODULE COM311: ADVANCED VIDEO (continued)

Concept	Specific Learner Expectations	Notes
Presentation (continued)	<i>The student should:</i> • create and present a portfolio of work completed in this module or add this work to an existing portfolio	The student may use this final portfolio when applying to a post-secondary school, or when talking to a potential employer.

MODULE COM312: ADVANCED ANIMATION

Level : Advanced

Theme: Audio/Video

Prerequisite: Intermediate Animation (COM211; Recommended)

- Module Parameters:
- Students require access to basic animation equipment (animation board, camera with single frame ability) and/or a computer with animation software.
 - It is recommended that the student have access to instruction from an individual with formal, specialized training in animation production.

Students apply production planning techniques to produce animation that tells a story, communicates an idea or message, or creates a mood or theme.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • do production planning (research, story outline, synopsis, resource requirements, time line) for an animation project • select and apply animation technique(s) to communicate the story, idea, theme or mood	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – an animation project (minimum length 30 seconds) that communicates an idea or message, or creates a mood or theme: • the animation should have a beginning, a middle and an end, beginning and end credits that blend in thematically with the rest of the animation, and • the style and movement should be appropriate for the context – a completed storyboard or outline for the animation – a synopsis of the story or idea (100–200 words). <i>Assessment Tool</i> <i>Portfolio Assessment, COM312–I</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	80

MODULE COM312: ADVANCED ANIMATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - a presentation of the animation in which the student discusses the production, his or her choice of animation technique(s), use of music and other enhancements, and how well the animation achieves its purpose. <i>Assessment Tool</i> <i>Presentations/Reports, COM312-2</i> <i>Assessment Framework: Presentations/Reports, CTSPRE</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources. <i>Assessment Tool</i> <i>Reference Guide: Basic Competencies</i>	20 Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - produce animation(s) following these steps: - propose an idea for a project - research and develop the project - select an appropriate technique or techniques for animating the story - prepare a storyboard or story outline. - identify required equipment and facility to produce animation(s), image preparation, image capturing, editing, sound and/or music, etc.	
Applied Technologies	- use required equipment and facility to capture images - use required equipment and facility to edit images as required - use required equipment and facility to add sound, music, etc., as required.	

MODULE COM312: ADVANCED ANIMATION (continued)

Concept	Specific Learner Expectations	Notes
Presentation • Critiquing • Portfolio	<i>The student should:</i> • present the completed production to a target audience • create a portfolio consisting of the research, synopsis, time line, storyboard, the completed product and a written evaluation (200 words).	Notes Have students raise and answer the following questions: • Does the animation communication the story or idea? • Is the style (including the movement) the most appropriate for the story/idea? How effective is the use of music, sound effects, etc.?

MODULE COM313: ADVANCED DIGITAL DESIGN

Level: Advanced

Theme: Print

Prerequisite: Intermediate Digital Design (COM212; Recommended)

Module Parameters:

- Students require access to a computer, CD ROM, scanner, audio/video equipment.
- It is recommended that the student have access to instruction from an individual with formal, specialized training in computer graphics and digital design techniques.

This module enhances the student's skill in using multimedia technology to produce messages for a target audience.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> • design a multimedia message to be communicated to a target audience • produce the message using two or more media • evaluate the effectiveness of the message	<i>Assessment of student achievement will be based on:</i> • a portfolio consisting of: – at least two multimedia messages (minimum length 30 seconds) that require the combining and manipulating of media elements from two or more media into one product • each message will be directed to a target audience of the student's choice • each message will convey a central message, impression or theme, and include an appropriate beginning and end title that fit thematically with the rest of the message. – a written evaluation (minimum 300 words) describing the techniques used, the response(s) of the target audience, and recommendations for improving/enhancing the messages. <i>Assessment Tool</i> <i>Portfolio Assessment, COM313-1</i> <i>Communication Technology Project Assessment Framework, COMPAF</i> <i>Standard</i> <i>Performance rating of 3 for each criteria.</i>	80
	• presentation of project to target audience <i>Assessment Tool</i> <i>Presentations/Reports, COM313-2</i> <i>Assessment Framework: Presentation/Reports, CTSPRE</i>	10
		10

MODULE COM313: ADVANCED DIGITAL DESIGN (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> demonstrate basic competencies.	<i>Assessment of student achievement will be based on:</i> - observations of individual effort and interpersonal interaction during the instructional period, emphasizing: - managing learning - being innovative - managing resources. <i>Assessment Tool</i> <i>Reference Guide: Basic Competencies</i>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Processes and Procedures	<i>The student should:</i> - devise messages to deliver ideas using a combination of two or more media (e.g., video, CD ROM, audio) - select appropriate media to convey various messages justifying their selection based on the appropriateness of the media to the task - develop a plan for delivering a message using a combination of at least two different media, this plan should include: - statement of the message to be delivered and working title - identification of the target audience and their general characteristics - preferred media and why it has been selected - associated resource requirements (e.g., equipment, facility, personnel) and applications - timeline with key delivery dates including interim review/critique and final presentation - produce messages following plan, modifying plan as required, justifying the need for modification with reasoned arguments - solicit feedback from potential target audience during development/production and revise as required.	Students should be able to identify messages to deliver through digital format. Some may need to select from a pool of ideas generated by the teacher or class. Emphasis should be placed on applying the techniques required in combining multiple sources of media to produce one effective message to convey each idea. The iterative nature of projects can cause plans to be revised as they are carried out. Students need to recognize this and be able to suggest/make/and rationalize these changes based on reasoned arguments.

MODULE COM313: ADVANCED DIGITAL DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Applied Technologies	<i>The student should:</i> • transfer images, messages, symbols, etc. between and among different media (e.g., computer, video, audio, print) • describe basic notions of the process by which this transfer occurs.	
Presentation	• present final products to the target audience • obtain feedback on appropriateness and effectiveness of message based on: – message suitability for the target audience – message clarity – media suitability for the message delivered – technical quality – aesthetics – meeting of school and community standards • create and present a portfolio of work completed in this module or add this work to an existing portfolio	Students should request feedback and during project development and at completion. This feedback should include recognition and adherence to school and community standards.

COMMUNICATION TECHNOLOGY

SECTION G: ASSESSMENT TOOLS

(DRAFT)

TABLE OF CONTENTS

The following pages include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible, and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

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Assessment Tools Specific to Modules in the Communication Technology Strand

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Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and follows instruction accurately
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately, using correct technical terms
- ☐ uses time effectively

Content

- ☐ presents assignment to teacher and peers
- ☐ creates a portfolio or adds assignment to existing portfolio and includes:
 - preparatory work
 - masters (if possible)
 - proof sheets
 - sample of final product

Presentation

- ☐ demonstrates effective use of at least one medium of communication:
e.g., Written: spelling, punctuation, grammar, basic format
Oral: voice projection, body language
Audio-Visual: techniques, tools
- ☐ uses correct grammatical convention and technical terms
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence

COMMENTS

PORTFOLIO ASSESSMENT

COM102-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	1
Teamwork	4	3	2	1	0 N/A	1
Content	4	3	2	1	0	1
Equipment and Materials	4	3	2	1	0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ successfully completes an audio/video assignment where the following is demonstrated and/or discussed: ☐ program intent ☐ project planning ☐ storyboarding ☐ camera work ☐ recording levels
Management	☐ successfully completes a print assignment conveying a message where: ☐ the layout applies the elements and principles of design ☐ the image is clean ☐ the message is clearly communicated
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas

COMMENTS

CSB: 96 06 07

Communication Technology /G.19
(Interim 1994)

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Preparation and Planning ☐ sets goals and followed instruction accurately ☐ responds to directed questions and follows necessary steps to find answers ☐ accesses basic in-school/community information sources ☐ interprets and organizes information into a logical sequence ☐ records information accurately, using correct technical terms ☐ uses time effectively	☐ using at least one type of media during the presentation ☐ speaking clearly and confidently stressing important points ☐ responding to questions ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written: spelling, punctuation, grammar, basic formal voice projection, body language</i> <u>Oral:</u> <u>Audio-Visual: techniques, tools</u> ☐ uses correct grammatical convention and technical terms ☐ provides an introduction that describes the purpose of the project ☐ communicates information in a logical sequence ☐ states a conclusion based on a summary of facts ☐ provides a reference list of three or more basic information sources
Content ☐ identifies and describes the steps in the presentation process ☐ follows the presentation process when making presentations by: ☐ demonstrating knowledge of information being presented ☐ demonstrating knowledge of audience ☐ organizing presentation and following a logical sequence	
COMMENTS	

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Management	4	3	2	1	0
Teamwork	4	3	2	1	0
Content	4	3	2	1	0
Equipment and Materials	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student:</i>	☐ prepares a presentation assignment ☐ three to five minutes in length ☐ aimed at an audience of peers ☐ gives an evaluation of own presentation based on steps in presentation process ☐ gives an evaluation of peer's presentation based on steps in presentation process
Management	
☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively	
Teamwork	
☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing	
Equipment and Materials	☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas

COMMENTS

Students following a *project-development process* will meet these standards in their project work.

Process Components	Introductory Level	Intermediate Level	Advanced Level
Background Principles and Theory	recognizes major principles and applies them in project work with guidance	identifies major principles and important theories and applies them in project work with minimal guidance	identifies major principles and important theories and applies them in project work without guidance
Knowledge of Tools and Equipment	- follows prescribed procedures with all tools and equipment with guidance - uses tools and equipment in a safe and appropriate manner in most instances	- follows prescribed procedures with new tools and equipment with guidance and familiar tools and equipment with minimal guidance - uses all tools and equipment in a safe and appropriate manner	- follows prescribed procedures with new tools and equipment with minimal guidance and familiar tools and equipment without guidance - uses all tools and equipment in a safe and appropriate manner
Development Plan	develops a logical organizational plan for a project with guidance	develops a logical organizational plan for a project with minimal guidance	- develops a logical organizational plan for a project without guidance - organizes for implementation of plan without guidance
Implementation of Project	- puts plan into action with direct assistance as required - modifies plan to accommodate unforeseen circumstances with guidance	- puts plan into action with minimal direct assistance as required - modifies plan to accommodate unforeseen circumstances with minimal guidance	- puts plan into action without direct assistance as required - modifies plan to accommodate unforeseen circumstances without guidance
Finishing/ Presentation/ Portfolio	- finishes project (e.g., editing, mounting, collating) with guidance or direct assistance - presents project to teacher in a portfolio in a neat and appropriate manner with guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) - presents project to teacher and one peer in a critique in an appropriate manner with guidance	- finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance - presents project to teacher in a portfolio in a neat and appropriate manner with minimal guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) - presents project to teacher and peers in a critique in an appropriate manner with guidance	- finishes project (e.g., editing, mounting, collating) with minimal guidance or direct assistance - presents project to teacher in a portfolio in a neat and appropriate manner without guidance (note: portfolio may be paper-based, computer-based and/or audio/video-based) - presents project to teacher and one peer in a critique in an appropriate manner with minimal guidance

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members Information Sharing • demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	<i>The student:</i> Preparation and Planning • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively Information Gathering and Processing • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems Information Sharing • demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	<i>The student:</i> Preparation and Planning • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis Information Gathering and Processing • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills Information Sharing • demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i> • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively Presentation • demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i> <i>Oral:</i> voice projection, body language <i>Audio-Visual:</i> techniques, tools • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources	<i>The student:</i> Preparation and Planning • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status Presentation • demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral:</i> voice projection, body language, appearance <i>Audio-Visual:</i> techniques, tools, clarity • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources	<i>The student:</i> Preparation and Planning • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection Presentation • demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>Oral:</i> voice projection, body language, appearance, enthusiasm, evidence of prior practice <i>Audio-Visual:</i> techniques, tools, clarity, speed and pacing • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques Analyzing Perspectives • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • distinguishes between fact and fiction/opinion/theory Collaboration and Teamwork • works with a range of peer members • shares information/opinions/suggestions through group discussion • listens to and respects the views of others Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted on the issue • provides a relevant response to opposing arguments • speaks clearly so the argument can be understood • establishes a shared understanding of key alternatives and consequences relevant to the issue	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques Analyzing Perspectives • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • determines accuracy/currency/reliability of information and ideas Collaboration and Teamwork • works with a range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance • provides a relevant and convincing response to opposing arguments • speaks clearly without hesitation so the argument can be understood • negotiates a shared agreement on preferred alternatives relevant to the issue	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data Analyzing Perspectives • states a position on the issue and insightful reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • recognizes underlying bias/assumptions/values in information and ideas Collaboration and Teamwork • works with a wide range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members Negotiating and Debating • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing arguments • speaks clearly without hesitation so the argument can be understood by all listeners • negotiates a shared agreement on preferred alternatives by resolving divergent points of view

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively Teamwork • cooperates with group members • shares work appropriately among group members Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures Teamwork • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems Use of Equipment and Materials • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs Investigative Techniques • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	<i>The student:</i> Management • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help Teamwork • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills Use of Equipment and Materials • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response Investigative Techniques • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques Analyzing Perspectives • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory Collaboration and Teamwork • shares work appropriately among group members • respects the views of others Evaluating Choices/Making Decisions • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques Analyzing Perspectives • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas Collaboration and Teamwork • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems Evaluating Choices/Making Decisions • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	<i>The student:</i> Preparation and Planning • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data Analyzing Perspectives • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas Collaboration and Teamwork • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems Evaluating Choices/Making Decisions • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made

GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT (included in assessment tool/statements in <i>italics</i> are optional)	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER/ DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK LEADERSHIP	SERVICE CLIENT/ CUSTOMER
O	<i>The student:</i> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	<i>Works cooperatively.</i>	<i>Provides a limited range of customer/client services.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	<i>Works cooperatively to achieve team goals.</i>	<i>Identifies and provides customer/client services.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>	Meets defined outcomes.	Plans and solves problems in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	<i>Quality and productivity are consistent.</i>	<i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i>	<i>Analyzes and provides effective client/customer services.</i>
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	<i>Quality, particularly details and finishes and productivity are consistent and exceed standards.</i>	<i>Leads others to contribute team goals.</i>	<i>Analyzes and provides effective client/customer services beyond expectations.</i>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking ☐ uses language in appropriate context ☐ listens to understand and learn ☐ demonstrates positive interpersonal skills in selected contexts	☐ communicates thoughts, feelings, and ideas to justify or challenges a position using written, oral and visual means ☐ uses technical language appropriately ☐ listens and responds to understand and learn ☐ demonstrates positive interpersonal skills in many contexts	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument ☐ encourages, persuades, convinces or otherwise motivates individuals ☐ listens and responds to understand, learn and teach ☐ demonstrates positive interpersonal skills in most contexts	☐ negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests ☐ negotiates and works towards a consensus ☐ listens and responds to understand, learn, teach and evaluate ☐ promotes positive interpersonal skills among others
Working with Others ☐ fulfills responsibility in a group project ☐ works collaboratively in structured situations with peer members ☐ acknowledges the opinions and contributions of others in the group	☐  ☐ cooperates to achieve group results ☐ maintains a balance between speaking, listening and responding in group discussion ☐ respects the feelings and views of others	☐ seeks a team approach as appropriate based on group needs and benefits e.g. idea potential, variety of strengths, sharing of work load ☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ leads, where appropriate, mobilizing the group for high performance ☐ understands and works within the context of the group ☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility Attendance ☐ demonstrates responsibility in attendance, punctuality and task completion Safety ☐ follows personal and environmental health and safety procedures ☐ identifies immediate hazards and their impact on self, others and the environment ☐ follows appropriate/emergency response procedures Ethics ☐ makes personal judgements about whether certain behaviour/ action is right or wrong	☐  ☐ recognizes and follows personal and environmental health and safety procedures ☐ identifies immediate and potential hazards and their impact on self, others and the environment ☐  ☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐  ☐ establishes and follows personal and environmental health and safety procedures ☐  ☐  ☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐  ☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations ☐  ☐  ☐ demonstrates accountability for actions taken to address immediate and potential hazards ☐ analyses the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required
Developmental Framework★ • Simple task • Structured environment • Directed learning	• Task with limited variable • Less structured environment • Limited direction	• Task with multiple variables • Flexible environment • Self-directed learning, seeking assistance as required	• Complex task • Open environment • Self-directed/self-motivated

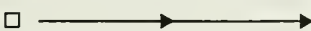
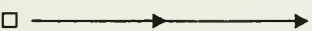
BASIC COMPETENCIES REFERENCE GUIDE

(This checklist is still being validated)

The following chart outlines basic competencies which students will endeavor to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework*. **As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- including in student's portfolio

Stage 1— The student:	Stage 2— The student:	Stage 3— The student:	Stage 4— The student:
Managing Learning ☐ comes to class prepared for learning ☐ follows basic instructions as directed ☐ acquires specialized knowledge, skills and attitudes ☐ identifies criteria for evaluating choices and making decisions ☐ uses a variety of learning strategies	 ☐ follows instructions with limited direction ☐ sets goals and establishes steps to achieve them with direction ☐ applies specialized knowledge, skills and attitudes in practical situations ☐ identifies and applies a range of effective strategies for solving problems and making decisions ☐ explores and uses a variety of learning strategies with limited direction	 ☐ follows detailed instructions on an independent basis ☐ sets clear goals and establish steps to achieve them ☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations ☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions ☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	 ☐ demonstrates self-direction in learning, goal setting and goal achievement ☐ transfers and applies learning in new situations; demonstrates commitment to life-long learning ☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions ☐ provides leadership in the effective use of learning strategies
Managing Resources ☐ adheres to established timelines; uses time/schedules/planners effectively ☐ uses information (material and human resources) as directed ☐ uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service ☐ maintains, stores, and/or disposes of equipment and materials as directed	☐ creates and adheres to timelines with limited direction; uses time/schedules/planners effectively ☐ accesses and uses a range of relevant information (material and human resources) with limited direction ☐ uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision ☐ maintains, stores and/or disposes of equipment and materials with limited assistance	☐ creates and adheres to detailed timelines on an independent basis; prioritize task; use time/schedules/planners effectively ☐ accesses a range of information (material and human resources) and recognizes when additional resources are required ☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis ☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ creates and adheres to detailed timelines; use time/schedules/planners effectively, prioritizing tasks on a consistent basis ☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement ☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) ☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation ☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches ☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints by: - generating alternatives - evaluating alternatives - selecting appropriate alternative(s) - taking action	☐ identifies the problem and selects an appropriate problem-solving approach responding appropriately to specified goals and constraints ☐ applies problem-solving skills to a directed or a self-directed activity by: - generating alternatives - evaluating alternatives - selecting appropriate alternative(s) - taking action	☐ thinks critically and acts logically in the context of problem solving ☐ transfers problem-solving skills to real-life situations by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and resolves problems efficiently and effectively ☐ identifies and suggest new ideas to get the job done creatively by: - combining ideas or information new ways - making connections between seemingly unrelated ideas - actively seeking out opportunities

- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

Criteria has been identified that these statements can be measured against. In general, all Communication Technology students should perform each criteria to the following standard:

Introductory level modules: Standard = 1

Intermediate level modules: Standard = 2

Advanced level modules: Standard = 3

The required standards of performance are stated in the "Assessment Criteria and Conditions" columns in each module.

Generic Assessment Tools

Assessment Framework: Presentation/Reports (CTSPRE)

This assessment framework deals with expectations of students as they make presentations and prepare reports at each of the three levels of the curriculum. It has been adapted from a generic pool of assessment tools that may be used in any CTS strand. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Assessment Framework: Research Process (CTSRES)

As with presentation/reports, this assessment framework deals with expectations of students conducting research in any aspect of the Communication Technology curriculum. It has also been adapted from a generic pool of assessment tools. You may wish to adapt this tool to meet your specific needs or use it as is in conjunction with other assessment tools.

Specific Assessment Tools

Two main themes have been dealt with in assessment of Communication Technology, Portfolio Assessment and Presentations and Reports. In some cases these tools are generic (e.g., Communication Technology Project Assessment Framework, COMPAF) in that they may be used in more than one module. In most cases, the tools have been tailored for use in individual modules. In either instance there will be common level-related components such as "preparation and planning" in Presentations/Reports or "use of tools and materials" in Portfolio Assessment. There will also be a content component that will vary from module to module.

In most cases, students will be expected to meet all criteria. Sometimes students may not be required to perform one of the criteria (e.g., teamwork) if it is not applicable. The option of stating not applicable (N/A) is available in these cases.

Illustrative Examples

Illustrative examples are planned for several Communication Technology modules. These examples are still in development.

Marks and Mark Ranges

You will note that no marks or mark ranges have been assigned on any of the assessment tools, because you are in the best position to determine the marks students should receive for the work they produce. If a student meets the standards as stated in the assessment tools, he or she should receive credit for the module. However, it may be that one student's work is "better" than another student's because of its scope, technical quality or aesthetic quality. Or it may be that one student is more proficient than another owing to his or her perseverance, responsibility level or technical skill. You can recognize this through your marks even though both students will have met the standard for the module.

ASSESSING STUDENT ACHIEVEMENT IN COMMUNICATION TECHNOLOGY

The Communication Technology curriculum is based on the notion of recognizable outcomes that may be compared to stated standards. In Communication Technology, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

But student growth and the assessment standards that describe this growth are brought about through several components. To get a clear picture of the growth you need to consider the increased expectations of students with respect to their ability to use a technical or creative process or ability to produce photographs, videos, printed or electronic images. You must also consider the level of maturity and intellectual and technical skill students bring to their assignments and the rigor of the projects themselves. You will be able to establish benchmarks for assignments by referring to the criteria and conditions for assessments found in each module. The specifics of the assignments (e.g., theme, topic, resources, tools, materials, processes, scope) are up to you.

Assessment Tools

A variety of tools have been provided for your reference and use. They are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

Some generic tools developed for Career and Technology Studies have been included for Communication Technology. These take the form

of assessment guides that state standards for specific themes across the levels of the curriculum. For example, a guide is provided for assessing students' presentations and reports. Standards statements are provided that relate to a number scheme 0–4. You could use this as a basis for assessment in most presentation or report making activities.

Tools have also been developed to provide detail for specific aspects such as conducting research and solving problems. Several observation checklists have also been included that apply to various modules.

Assessing Basic Competencies

Basic competencies are those traits all students are expected to demonstrate no matter the level or context of their learning. An assessment guide for basic competencies, the Basic Competencies Reference Guide, has been developed and is included in the assessment tools. As students progress from one stage or level to another, the expectations placed on them change and in general increase. The "basic competencies" referenced reflect this change. You may reference the Basic Competencies Reference Guide in part of your assessment strategy.

Assessing Project-based Work

A series of "standards statements" have been developed for all CTS strands that briefly describe student performance in five developmental stages. These statements are:

- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

organize for instruction. *(In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.)*

- **conditions and criteria** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. *(In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.)*

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work (to be developed and distributed in June 1997).

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard 5-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).)*

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.)*
- Illustrative Examples: Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These examples will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns are being validated 1994–97, with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student **can do**?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What a student **knows**?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful. (*MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.*)
- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to

COM301-1:	Portfolio Assessment	G.54
COM301-2:	Presentations/Reports	G.55
COM302-1:	Portfolio Assessment	G.56
COM302-2:	Presentations/Reports	G.57
COM303-1:	Portfolio Assessment	G.58
COM303-2:	Presentations/Reports	G.59
COM304-1:	Portfolio Assessment	G.60
COM304-2:	Presentations/Reports	G.61
COM305-1:	Portfolio Assessment	G.62
COM305-2:	Presentations/Reports	G.63
COM306-1:	Portfolio Assessment	G.64
COM306-2:	Presentations/Reports	G.65
COM307-1:	Portfolio Assessment	G.66
COM307-2:	Presentations/Reports	G.67
COM308-1:	Portfolio Assessment	G.68
COM308-2:	Presentations/Reports	G.69
COM309-1:	Portfolio Assessment	G.70
COM309-2:	Presentations/Reports	G.71
COM310-1:	Portfolio Assessment	G.72
COM310-2:	Presentations/Reports	G.73
COM311-1:	Portfolio Assessment	G.74
COM311-2:	Presentations/Reports	G.75
COM312-1:	Portfolio Assessment	G.76
COM312-2:	Presentations/Reports	G.77
COM313-1:	Portfolio Assessment	G.78
COM313-2:	Presentations/Reports	G.79

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Management	4	3	2	1	0
Teamwork	4	3	2	1	0
Content	4	3	2	1	0
Equipment and Materials	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing	Content (continued) ☐ uses a camera to capture images of various subject matter ☐ employs basic composition techniques ☐ processes film and produces prints OR ☐ has film processed and prints made OR ☐ processes digitized images and produces prints through digital technology ☐ produces five prints ☐ maintains a "Photography Log Sheet" with pertinent details ☐ ensures work meets school and community standards Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas
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COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	1
Content	4	3	2	1	0	1
Presentation	4	3	2	1	0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA**Rating Scale***The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ describes the roles photography plays in society ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and follows instruction accurately ☐ responds to directed questions and follows necessary steps to find answers ☐ accesses basic in-school/community information sources ☐ interprets and organizes information into a logical sequence ☐ records information accurately, using correct technical terms ☐ uses time effectively	☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, basic format voice projection, body language</i> <i><u>Oral:</u></i> <i>Audio-Visual: techniques, tools</i> ☐ uses correct grammatical convention and technical terms ☐ provides an introduction that describes the purpose of the project ☐ communicates information in a logical sequence
Content	
☐ presents assignment to teacher and peers ☐ obtains and respond to feedback based on: - how well the assignment met the stated expectations - aesthetics - use of rules of composition - technical quality - meeting of school and community standards	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	1
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	1
Equipment and Materials	4	3	2	1	0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner.
Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action.
A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing Content ☐ uses a camera to capture images showing experimentation with photographic effects ☐ uses darkroom or digital equipment to experiment with photographic effects	Content (continued) ☐ produces two photographs demonstrating camera manipulation ☐ produces two photographs demonstrating image manipulation using a darkroom or digital facility ☐ produces captions for each photograph describing the technique used ☐ maintains a "Photography Log Sheet" with pertinent details ☐ ensures work meets school and community standards Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas
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COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Presentation
<i>The student:</i>	☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written: spelling, punctuation, grammar, basic format</i> <i>Oral: voice projection, body language</i> <i>Audio-Visual: techniques, tools</i>
Preparation and Planning	☐ uses correct grammatical convention and technical terms ☐ provides an introduction that describes the purpose of the project ☐ communicates information in a logical sequence
☐ sets goals and follows instruction accurately ☐ responds to directed questions and follows necessary steps to find answers ☐ accesses basic in-school/community information sources ☐ interprets and organizes information into a logical sequence ☐ records information accurately, using correct technical terms ☐ uses time effectively	
Content	☐ presents assignment to teacher and peers ☐ describes how various special effects being presented were created ☐ suggests applications for photographs produced ☐ creates a portfolio or adds assignment to existing portfolio

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	1
Teamwork	4	3	2	1	0 N/A	1
Content	4	3	2	1	0	1
Equipment and Materials	4	3	2	1	0	1

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner.
Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing Content ☐ prepares drawings and layouts of work to be printed including: - concept drawings - rough drawings - mechanical layouts	Content (continued) ☐ demonstrates basic understanding of composition (i.e., by using the elements and principles of design) in layouts produced ☐ prepares printing masters ☐ produces three prints printed through one or more technical means ☐ ensures work meets school and community standards Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas
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COMMENTS _____

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)	Presentation
<i>The student:</i> Preparation and Planning ☐ sets goals and follows instruction accurately ☐ responds to directed questions and follows necessary steps to find answers ☐ accesses basic in-school/community information sources ☐ interprets and organizes information into a logical sequence ☐ records information accurately, using correct technical terms ☐ uses time effectively Content ☐ presents assignment to teacher and peers ☐ using own or other work as a reference: ☐ identifies design elements and principles ☐ identifies/describes typography ☐ identifies/describes printing methods ☐ identifies/describes finishing methods	☐ creates a portfolio or adds assignment to existing portfolio and includes: - preparatory work - masters (if possible) - proof sheets - sample of final product Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written:</i> <i>spelling, punctuation, grammar, basic format voice projection, body language</i> ☐ <u>Oral:</u> <i>Audio-Visual:</i> <i>techniques, tools</i> ☐ uses correct grammatical convention and technical terms ☐ provides an introduction that describes the purpose of the project ☐ communicates information in a logical sequence	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Management	4	3	2	1	0
Teamwork	4	3	2	1	0 N/A
Content	4	3	2	1	0
Equipment and Materials	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing	Content ☐ produces one video assignment (3 to 5 minutes in length) demonstrating: ☐ focusing ☐ zooming ☐ tilting ☐ panning ☐ framing ☐ composition ☐ produces one audio/video assignment (3 to 5 minutes in length) demonstrating recording of sounds in different contexts ☐ prepares/follows a storyboard for each assignment Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas
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COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- quality of techniques used - aesthetics - meeting of school and community standards
Preparation and Planning	☐ creates a portfolio or adds assignment to existing portfolio
☐ sets goals and follows instruction accurately	
☐ responds to directed questions and follows necessary steps to find answers	
☐ accesses basic in-school/community information sources	
☐ interprets and organizes information into a logical sequence	
☐ records information accurately, using correct technical terms	
☐ uses time effectively	
Content	<i>spelling, punctuation, grammar, basic format</i> <i>voice projection, body language</i> <i>techniques, tools</i>
☐ demonstrates correct use of terminology for audio and/or video	
☐ presents assignment to teacher and peers	
☐ obtains and responds to feedback based on:	
– how well the assignment met the stated expectations	
– relationship of script/outline to final product	
☐ uses correct grammatical convention and technical terms through proofreading/editing	
☐ provides an introduction that describes the purpose of the project	
☐ communicates information in a logical sequence	
☐ states a conclusion based on a summary of facts	
☐ provides a reference list of three or more basic information sources	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Management	4	3	2	1	0
Teamwork	4	3	2	1	0
Content	4	3	2	1	0
Equipment and Materials	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)	
<i>The student:</i>	☐ completes two different animation projects (10 seconds to 15 seconds each) demonstrating: - project planning - creative use of animation concepts - creative use of animation techniques	
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ carries out instructions accurately ☐ uses time effectively	☐ selects and uses equipment/materials ☐ follows safe procedures/techniques ☐ returns clean equipment/materials to storage areas
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing	Equipment and Materials
Content	☐ completes two exercises (minimum 100 frames) demonstrating: - two animation styles - basic animation concepts - basic animation techniques	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING				STANDARD
Preparation and Planning	4	3	2	1	0
Content	4	3	2	1	0
Presentation	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE CRITERIA

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Preparation and Planning ☐ sets goals and follows instruction accurately ☐ responds to directed questions and follows necessary steps to find answers ☐ accesses basic in-school/community information sources ☐ interprets and organizes information into a logical sequence ☐ records information accurately, using correct technical terms ☐ uses time effectively	Content (continued) ☐ obtains and responds to feedback and based on this: - consider revisions - plan for revisions - revise to improve quality ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i> <i><u>Oral:</u> voice projection, body language</i> <i><u>Audio-Visual:</u> techniques, tools</i> ☐ uses correct grammatical convention and technical terms ☐ provides an introduction that describes the purpose of the project ☐ communicates information in a logical sequence
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COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ prepares presentation for target audience using different contexts ☐ prepares a report on one presentation, including: - intent of presentation - selection and justification of supporting materials - self-evaluation - peer-evaluation ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	Presentation ☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail
Content	
☐ demonstrates knowledge of information being presented and knowledge of target audience ☐ uses appropriate verbal and body language ☐ exhibits self-confidence during presentation ☐ ensures facility/equipment is in place and functioning for presentation ☐ uses two types of media during presentation	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student:</i>	☐ produces two messages including: - selection and use of different media for each message - an evaluation of each message based on audience feedback
Management	☐ demonstrates knowledge of the techniques used in message creation in three different media ☐ identifies three different media and describes their impact on society, including: - the role played by the media - issues associated with the media - the impact of the media on message delivery
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
	Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	
<i>The student:</i>	
Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	Content (continued) – technical quality – aesthetics – meeting of school and community standards creates a portfolio or adds assignment to existing portfolio ☐ Presentation ☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail
Content ☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on appropriateness and effectiveness of each message: – media selection for messages produced – effectiveness of message delivery	

COMMENTS

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PORTFOLIO ASSESSMENT

COM203-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student:</i>	☐ identifies a process used by script writers to write scripts ☐ describes characteristics and purposes of different types of scripts ☐ writes scripts for four different short formats selected from: - factual news - feature news - commercial - public service announcement - interview - other teacher identified format
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively ☐ adheres to routine procedures
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
	☐ writes a documentary or dramatic script (minimum three minutes in length) ☐ ensures work meets school and community standards
	Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and describes steps to achieve them	☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i>
☐ uses personal initiative to formulate questions and find answers	<i>Oral: voice projection, body language, appearance</i>
☐ accesses a range of relevant in-school/ community resources	<i>Audio-Visual: techniques, tools, clarity</i>
☐ interprets, organizes and combines information into a logical sequence	☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ records information accurately with appropriate supporting detail and using correct technical terms	☐ provides an introduction that describes the purpose and scope of the project
☐ plans and uses time effectively	☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ gathers and responds to feedback regarding approach to task and project status	☐ states a conclusion by synthesizing the information gathered
Content	☐ provides a reference list that includes five or more relevant information sources
☐ presents assignment(s) to teacher and peers	
☐ rationalizes and defends:	
– appropriateness of script style for selected media	
– appropriateness of script style for target audience	
– scripts ability to effectively convey message	
– meeting of school and community standards	

COMMENTS

PORTFOLIO ASSESSMENT

COM204-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ uses a camera to capture images employing composition guidelines
- ☐ through production of at least five prints (at teacher's discretion), demonstrates:
 - mastery of 'basic' composition
 - mastery of 'basic' lighting techniques

Content (continued)

- use of key, fill and back lighting
- image processing
- image proofing
- image enlarging/printing
- basic retouching
- ☐ critiques each image with respect to composition (as required)
- ☐ produces captions for each print describing the technique used and/or the intent
- ☐ mounts and displays prints
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ makes changes as required in response to feedback ☐ mounts prints for display ☐ creates a portfolio or adds assignment to existing portfolio, including: - sample photographs - proofs - log sheet - other teacher-specified materials
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	Content ☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail
Content	
☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: - how well the assignment met the stated expectations - aesthetics - technical quality - meeting of school and community standards	

COMMENTS

PORTFOLIO ASSESSMENT

COM205-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD	
Management	4	3	2	1	0	2	
Teamwork	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	2	
Equipment and Materials	4	3	2	1	0	2	

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ prepares an outline/script for a message or story
- ☐ selects appropriate subjects/topics and shoots required photographs
- ☐ selects images for display/presentation
- ☐ creates graphics, captions, etc. to accompany images
- ☐ selects/produces music, narration, captions, etc. to accompany the display/presentation
- ☐ produces display
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	The student: Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status Content ☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: - how well the assignment met the stated expectations - aesthetics - technical quality - meeting of school and community standards Content (continued) ☐ makes changes in response to feedback ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources
COMMENTS	

PORTFOLIO ASSESSMENT

COM206-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- camera: • more than one type of lens • aperture control • various shutter speeds • camera - subject distance • lens focal length • filters and lighting - printing: • cropping • contrast control • dodging • vignetting • burning in
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively ☐ adheres to routine procedures
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ uses a camera to capture images employing composition guidelines ☐ through production of at least five prints (at teacher's discretion), demonstrates application of three camera and two printing techniques:
	☐ produces captions for each print describing the technique used ☐ mounts and displays prints ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
	Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ obtains and responds to feedback based on: - how well the assignment met the stated expectations - aesthetics - technical quality - meeting of school and community standards
Preparation and Planning	☐ makes changes in response to feedback ☐ creates a portfolio or adds assignment to existing portfolio
Presentation	☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i>
Content	☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING			STANDARD
Management	4	3	2 1 0	2
Teamwork	4	3	2 1 0 N/A	2
Content	4	3	2 1 0	2
Equipment and Materials	4	3	2 1 0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ adheres to routine procedures

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ prepares three camera-ready layouts for work to be printed:
 - layouts will demonstrate basic composition guidelines
 - layouts will be clear and clean

Content (continued)

- ☐ prepares three printing masters
- ☐ prepares printing masters for two or more printing methods
- ☐ produces at least two prints through each selected printing method:
 - ensures the prints are in register and aligned to the printed surface
 - ensures the printed images are clear and clean
- ☐ finishes printed products as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ minimizes waste of materials
- ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- how well the printing method(s) was used - aesthetic quality of finished product - technical quality of finished product - meeting of school and community standards - makes changes in response to feedback - creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources
Content	☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status
Presentation	☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i>
Content	☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources
Content	☐ presents assignment to teacher and peers (and others as required) ☐ describes/discusses: - reproductive options available - printing methods used - types of printing masters - terminology/processes ☐ critiques and evaluates own work and the work of others based on: - appropriateness and effectiveness of printing method to the task

COMMENTS

PORTFOLIO ASSESSMENT

COM208-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0 N/A	2
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ prepares printing masters ☐ prepares printing masters for two or more printing methods ☐ produces required number of prints for printing task assigned: - ensures the prints are in register and aligned to the printed surface - ensures the printed images are clear and clean
Management	☐ finishes printed products as required ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ prepares camera-ready layouts for work to be printed: - layouts will demonstrate basic composition guidelines - layouts will be clear and clean
Equipment and Materials	☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner.
Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action.
A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- technical quality of completed prints - meeting of school and community standards - creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources
Content	
☐ presents assignment to teacher and peers (and others as required) ☐ obtains and responds to feedback based on: - the printed product meeting the client's needs - aesthetic quality of completed layout - technical quality of completed layout	

COMMENTS

PORTFOLIO ASSESSMENT

COM209-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ demonstrates ability to: - create and use a storyboard - set up, use and dismantle/return audio video equipment - demonstrate the following production elements: - camera framing and focusing - use of camera shots, angles and movement - cuts and transitions - lighting - audio recording and manipulation
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively ☐ adheres to routine procedures
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ completes two assignments (each approximately one minute in length) ☐ completes one project (approximating three to five minutes in length)
	☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
	Equipment and Materials ☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS :

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- relationship of storyboard to story told in final product - aesthetics - applied knowledge of technology and equipment - meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	
☐ sets goals and describes steps to achieve them	
☐ uses personal initiative to formulate questions and find answers	
☐ accesses a range of relevant in-school/ community resources	
☐ interprets, organizes and combines information into a logical sequence	
☐ records information accurately with appropriate supporting detail and using correct technical terms	
☐ plans and uses time effectively	
☐ gathers and responds to feedback regarding approach to task and project status	
Content	
☐ presents assignment to teacher and peers (and others as required)	
☐ critiques and evaluates own work and the work of others based on:	
- appropriateness and effectiveness of assignment results	
- how well the techniques complement the content (development and structure)	
	Content (continued) - demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar; format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards through proofreading and editing
	☐ provides an introduction that describes the purpose and scope of the project
	☐ communicates ideas into a logical sequence with sufficient supporting detail
	☐ states a conclusion by synthesizing the information gathered
	☐ provides a reference list that includes five or more relevant information sources

COMMENTS

PORTFOLIO ASSESSMENT

COM210-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0 N/A	2
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ develops a project treatment including: - story concepts - script outline - on-location/studio-based requirements - shot list - anticipated technical requirements - timeline with key benchmarks
Management	☐ prepares a work plan detailing responsibilities (if project done by a team) ☐ produces an audio/video project ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ completes an audio/video five or more minutes in length ☐ develops a project proposal that includes pre-production, production and post-production elements
Equipment and Materials	☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name:

Teacher:

Module/Project(s):

Date:

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	2
Content	4 3 2 1 0	2
Presentation	4 3 2 1 0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA <i>The student:</i> Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources ☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	Content (continued) - relationship of storyboard to story told in final product - organization of the product task - aesthetics - knowledge of pre- and post-production techniques - meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i> ☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources
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COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD	
Management	4	3	2	1	0	2	
Teamwork	4	3	2	1	0	N/A	2
Content	4	3	2	1	0	2	
Equipment and Materials	4	3	2	1	0	2	

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student:</i>	☐ completes an animation project (approximately 30 seconds in length) demonstrating: - effective/creative movement of images - a storyline with beginning, middle and end - a synopsis of the story idea (50 - 100 word) - a storyboard or outline for the animation project - beginning and/or ending credits
Management	☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates solutions to problems ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Equipment and Materials	☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ demonstrates knowledge of animation styles, techniques and applications ☐ creates a portfolio or adds assignment to existing portfolio including: - all preparatory project material - finished project - other teacher-specified materials
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant in-school/ community resources	
☐ interprets, organizes and combines information into a logical sequence ☐ records information accurately with appropriate supporting detail and using correct technical terms ☐ plans and uses time effectively ☐ gathers and responds to feedback regarding approach to task and project status	Presentation ☐ demonstrates effective use of at least two communication media: e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal) <u>Oral:</u> voice projection, body language, appearance <u>Audio-Visual:</u> techniques, tools, clarity
Content	
☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: - choice of animation techniques - possible enhancements - how well animation achieves its purpose - aesthetics - meeting of school and community standards :	☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

PORTFOLIO ASSESSMENT

COM212-1

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	2
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	2
Equipment and Materials	4	3	2	1	0	2

**STANDARD IS 2 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- demonstrating effective/creative movement of images, messages and/or symbols - conveying a central message, impression or theme - presenting an appropriate project title at the beginning and/or ending of the message
Management	☐ justifies selection of media and techniques used based on: - target audience - ease of use - potential impact - longevity - other defined by the teacher
Teamwork	☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Content	☐ identifies various media useful in delivering ideas and information ☐ identifies a message to be delivered and devises a plan for developing and producing the message ☐ devises and produces a message (minimum 30 seconds in length) combining two or more media through digital technology:
Equipment and Materials	☐ selects and uses appropriate equipment/materials ☐ follows safe procedures/techniques ☐ minimizes waste of materials ☐ advises of potential hazards and necessary repairs

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	2
Content	4	3	2	1	0	2
Presentation	4	3	2	1	0	2

STANDARD IS 2 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	- aesthetics - meeting of school and community standards
Preparation and Planning	☐ creates a portfolio or adds assignment to existing portfolio including: - all preparatory project material - finished project - other teacher-specified materials
Content	☐ demonstrates effective use of at least two communication media: <i>e.g., Written: spelling, punctuation, grammar; format (formal/informal)</i> <i>Oral: voice projection, body language, appearance</i> <i>Audio-Visual: techniques, tools, clarity</i>
Presentation	☐ maintains acceptable grammatical and technical standards through proofreading and editing ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates ideas into a logical sequence with sufficient supporting detail ☐ states a conclusion by synthesizing the information gathered ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ completes two presentation assignments, each presentation:
 - ☐ to be five to seven minutes in length
 - ☐ to include the use of three different media technology
 - ☐ to be delivered to a "real" audience

Content (continued)

- ☐ prepares samples of media used in the presentation assignments
- ☐ writes an evaluation (minimum 300 words) on one presentation including:
 - ☐ intent of the presentation
 - ☐ justification for the use of the supporting resources
 - ☐ summary of audience response
 - ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ evaluates presentation ☐ self-evaluation ☐ peer-evaluation ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Oral: techniques, tools, clarity, speed and pacing</i> <i>Audio-Visual: maintains acceptable grammatical and technical standards</i> ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content ☐ demonstrates knowledge of information being presented and knowledge of target audience ☐ uses appropriate verbal and body language ☐ exhibits self-confidence during presentation ☐ ensures facility/equipment is in place and functioning for presentation	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ devises a plan for developing and producing each message ☐ selects media to produce/deliver each message ☐ justifies decisions made based on: ☐ target audience ☐ media attributes ☐ availability of technical facility ☐ available technical assistance
Management	☐ produces two different messages ☐ analyses examples of mediated messages ☐ designed/produced through different media ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ prepares a project proposal to promote a specific idea, product or event ☐ identifies two messages to be delivered
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Oral:</i> <i>techniques, tools, clarity, speed and pacing</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content	
☐ presents assignment to teacher and peers ☐ analyzes target audience reaction: ☐ appropriateness of media selection for messages produced ☐ effectiveness of message delivery ☐ technical quality ☐ aesthetics	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing Content ☐ generates ideas to be developed into a script ☐ expands on script ideas, proposals and treatment plans	☐ selects most promising idea(s) and write script(s) for two of: ☐ public service announcement or commercial (30 seconds in length) ☐ news or documentary (approximately 3 minutes in length) ☐ radio play or screen play (approximately 5 minutes in length) ☐ uses previously learned script writing techniques as they apply to the chosen format ☐ compares one script to a professionally written script (or equivalent) of the same type ☐ ensures work meets school and community standards Equipment and Materials ☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response
COMMENTS	

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ for effectively conveying message ☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i><u>Oral:</u></i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i><u>Audio-Visual:</u></i> <i>techniques, tools, clarity, speed and pacing</i>
Content	☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ selection and use of lighting sources to achieve desired effect ☐ use of light metering ☐ use of 'flash' lighting ☐ control/adjustment of lighting intensity ☐ produces a lighting diagram for at least two photographs showing the relative position of: ☐ camera ☐ subject ☐ main, fill, background and hair lights ☐ background ☐ props ☐ critiques each images with respect to composition (as required) ☐ ensures work meets school and community standards
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ uses a camera to capture images employing composition guidelines ☐ through production of at least five prints processed, printed and mounted (at teacher's discretion), demonstrates:
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ mounts prints for presentation and display ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ assesses and refines approach to task and project status based on feedback and reflection	☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written:</i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>Oral:</i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Audio-Visual:</i> <i>techniques, tools, clarity, speed and pacing</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content	
☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: ☐ how well the assignment met the stated expectations ☐ aesthetics ☐ technical quality ☐ meeting of school and community standards	
COMMENTS	

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0 N/A	3
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ coordination of picture taking assignments with client's needs ☐ representative coverage with a variety of shots (long, medium, close-up; horizontal, vertical format) ☐ processing and proofing all images ☐ developing a filing system ☐ selecting images in consultation with clients ☐ enlarging images as required ☐ captioning and provision of page layouts as required
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ investigates and reports on career options in photojournalism ☐ ensures work meets school and community standards Equipment and Materials ☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	
<i>The student:</i>	
Preparation and Planning	
☐ sets goals and describes steps to achieve them	
☐ uses personal initiative to formulate questions and find answers	
☐ accesses a range of relevant information sources and recognizes when additional information is required	
☐ interprets, organizes and combines information in creative and thoughtful ways	
☐ records information accurately, using appropriate technical terms and supporting detail	
☐ plans and uses time effectively, prioritizing tasks on a consistent basis	
☐ accesses and refines approach to task and project status based on feedback and reflection	
Content	
☐ presents assignment to client and/or teacher and peers	
☐ obtains and responds to feedback based on expectations	
☐ how well the assignment met the stated expectations	
☐ aesthetics	
☐ technical quality	
☐ meeting of school and community standards	
Content (continued)	
☐ makes changes in response to feedback	
☐ mounts prints for presentation and display (as required)	
☐ identifies career options	
☐ creates a portfolio or adds assignment to existing portfolio	
Presentation	
☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice</i>	
<i><u>Oral:</u> techniques, tools, clarity, speed and pacing</i>	
<i><u>Audio-Visual:</u> maintains acceptable grammatical and technical standards</i>	
☐ provides an introduction that describes the purpose and scope of the project	
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0 N/A	3
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner.
Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ multiple printing ☐ solarization (the 'Sabattier' effect) ☐ uses spotting and/or airbrushing techniques for print retouching, modification and/or enhancement ☐ uses orthochromatic film for electronic imaging to produce high contrast derivations ☐ documents experiences while completing assignment ☐ critiques each image with respect to composition (as required) ☐ ensures work meets school and community standards
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ uses an enlarger or computer to manipulate images ☐ through production of at least five prints printed and mounted (at teacher's discretion) demonstrates: ☐ contrast manipulation ☐ vignetting
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING	STANDARD
Preparation and Planning	4 3 2 1 0	3
Content	4 3 2 1 0	3
Presentation	4 3 2 1 0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ mounts prints for presentation and display using recognized photo-mounting techniques ☐ discusses/describes techniques and procedures used to complete project ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Oral: techniques, tools, clarity, speed and pacing</i> <i>Audio-Visual:</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content ☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: ☐ how well the assignment met the stated expectations ☐ aesthetics ☐ technical quality ☐ meeting of school and community standards	
COMMENTS	

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0 N/A	3
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner.
Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action.
A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student:</i>	☐ demonstrates exposure latitude through bracketing ☐ selects and uses alternative light sources ☐ uses an enlarger or computer to manipulate images including colour density ☐ produces at least three prints printed and mounted (at teacher's discretion) and/or slides (number specified by teacher)
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Preparation and Planning ☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ makes changes in response to feedback ☐ mounts prints for presentation or display using recognized photo-mounting techniques ☐ creates a portfolio or adds assignment to existing portfolio Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i><u>Oral:</u> techniques, tools, clarity, speed and pacing</i> <i><u>Audio-Visual:</u> maintains acceptable grammatical and technical standards</i> ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content ☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on expectations ☐ how well the assignment met the stated expectations ☐ aesthetics ☐ technical quality ☐ meeting of school and community standards	

COMMENTS

Student Name: _____ Teacher: _____

Module/Project(s): _____ Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ selects appropriate printing method and prepares printing masters ☐ produces at least two prints through the selected printing method(s) ☐ ensures the prints are in register and aligned to the printed surface ☐ ensures the printed images are clear and clean ☐ uses finishing techniques as required ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ prepares camera-ready layouts for multi-register work to be printed ☐ layouts will demonstrate basic composition guidelines ☐ layouts will be clear and clean ;
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ aesthetic quality of finished product ☐ technical quality of finished product ☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i><u>Oral:</u></i> <i>techniques, tools, clarity, speed and pacing</i> ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content	
☐ presents assignment consisting of completed layouts, masters and prints to teacher and peers and/or clients as required ☐ obtains and responds to feedback based on appropriateness and effectiveness of printing method(s) to the task ☐ how well the printing method(s) was used	

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0 N/A	3
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Management

- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ interprets and carries out instructions accurately
- ☐ plans and uses time effectively in a logical sequence
- ☐ displays leadership in adhering to routine procedures
- ☐ attempts to solve problems prior to requesting help

Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication skills
- ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing

Content

- ☐ prepares camera-ready layouts for multi-register work to be printed
- ☐ layouts will demonstrate basic composition guidelines
- ☐ layouts will be clear and clean

Content (continued)

- ☐ selects appropriate printing method and prepares printing masters
- ☐ produces at least two prints through the selected printing method(s)
- ☐ ensures the prints are in register and aligned to the printed surface
- ☐ uses the printed images are clear and clean
- ☐ uses finishing techniques as required
- ☐ selects and uses equipment/facilities effectively, safely and responsibly
- ☐ ensures work meets school and community standards

Equipment and Materials

- ☐ independently selects and uses equipment/materials
- ☐ demonstrates concern for safe procedures/techniques
- ☐ weighs and measures accurately and efficiently
- ☐ minimizes waste of materials
- ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ aesthetic quality of finished product ☐ technical quality of finished product ☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	Content ☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content	Content (continued) ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written:</i> spelling, punctuation, grammar, format (formal/informal, technical/literary) <i>Oral:</i> voice projection, body language, appearance, enthusiasm, evidence of prior practice <i>Audio-Visual:</i> techniques, tools, clarity, speed and pacing

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i> Management ☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help Teamwork ☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing Content ☐ completes an audio project (five to eight minutes in length) for a target audience and an audio assignment (two to three minutes in length) that uses sound but no words ☐ through production of an audio project demonstrates: ☐ specified pre-production, production and post-production elements ☐ project treatment including: • story concepts • script outline	• on-location/studio-based requirements • recording list • anticipated technical requirements • timeline with key benchmarks ☐ workplan detailing responsibilities (if project done by a team) ☐ through production of an audio assignment demonstrates: ☐ fading ☐ layering ☐ polishing ☐ special effects ☐ transitions ☐ prepares a director's log book containing: ☐ an audio script including all sound cues ☐ a storyboard (where applicable) ☐ a critique for two of the following: • pre-production • production • post-production ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards Equipment and Materials ☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response
COMMENTS	

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ aesthetics ☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>Oral:</i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Audio-Visual:</i> <i>techniques, tools, clarity, speed and pacing</i>
Content	☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	• story concepts • script outline • on-location/studio-based requirements • shot list and/or 'paper edit' • anticipated technical requirements • timeline with key benchmarks
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ completes a video project (five to eight minutes in length) for a target audience ☐ completes a video assignment (two to three minutes in length) on an assigned topic, using in-camera editing ☐ through production of a video project demonstrates: ☐ development of a project proposal that includes pre-production, production, post-production elements and demonstrates planning for these elements ☐ development of a project treatment including:
	• work plan detailing responsibilities (if project done by a team) ☐ prepares a director's log book containing: ☐ an edit decisions list ☐ a revision entry for two of the following stages: • pre-production • production • post-production ☐ enhances video and related audio equipment operation skills: ☐ varying focal length and focal distance ☐ adding and subtracting light (artificial and natural) ☐ in-camera editing ☐ post-production editing ☐ special effects ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
	Equipment and Materials ☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ how well techniques were accomplished ☐ relationship of storyboard to story told in final product ☐ aesthetics ☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u></i> <i>spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i>voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <u>Oral:</u> <i>techniques, tools, clarity, speed and pacing</i>
Content	☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ presents 'rough-edit' for critique and recommendations ☐ presents final product to target audience for critique and assessment ☐ critiques own work and the work of others based on: ☐ appropriateness and effectiveness of assignment to meeting the objective	<u>Audio-Visual:</u> <i>maintains acceptable grammatical and technical standards</i> <i>provides an introduction that describes the purpose and scope of the project</i> <i>communicates thoughts/feelings/ideas clearly to justify or challenge a position</i>

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD	
Management	4	3	2	1	0	3	
Teamwork	4	3	2	1	0	N/A	3
Content	4	3	2	1	0	3	
Equipment and Materials	4	3	2	1	0	3	

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ a storyline with beginning, middle and end ☐ beginning and ending credits ☐ completes a synopsis of the story idea (100 - 200 words) ☐ completes a storyboard or outline for the animation project ☐ selects and uses appropriate animation technique(s) ☐ uses required equipment and facility to edit images and to add sound as required ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ completes an animation project (a minimum of 30 seconds in length) that communicates a message or tells a story and demonstrates: ☐ effective/creative movement of images
Equipment and Materials	☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately, using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ presents assignment to target audience
- ☐ obtains and responds to feedback based on:
 - ☐ elements used
 - ☐ how well animation achieved its purpose
 - ☐ aesthetics
 - ☐ meeting of school and community standards

Content (continued)

- ☐ creates a portfolio or adds assignment to existing portfolio including:
 - ☐ research
 - ☐ synopsis
 - ☐ timeline
 - ☐ storyboard
 - ☐ completed product
 - ☐ written evaluation
 - ☐ other teacher specified materials (as required)

Presentation

- ☐ demonstrates effective use of at least one medium of communication:
 - e.g., Written:*

spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice

Oral:

techniques, tools, clarity, speed and pacing

Audio-Visual:

- ☐ maintains acceptable grammatical and technical standards
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Management	4	3	2	1	0	3
Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	3
Equipment and Materials	4	3	2	1	0	3

**STANDARD IS 3 IN EACH APPLICABLE
CRITERIA UNLESS OTHERWISE STATED**

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ devises a plan for developing and producing each message ☐ devises and produces each message (each being a minimum 30 seconds in length) combining two or more media through digital technology and: ☐ demonstrating effective/creative movements of images, messages and/or symbols ☐ conveying a central message, impression or theme ☐ presenting an appropriate project title at the beginning and end of the message
Management	☐ prepares self for task ☐ organizes and works in an orderly manner ☐ interprets and carries out instructions accurately ☐ plans and uses time effectively in a logical sequence ☐ displays leadership in adhering to routine procedures ☐ attempts to solve problems prior to requesting help
Teamwork	☐ cooperates with group members ☐ shares work appropriately among group members ☐ negotiates with sensitivity solutions to problems ☐ displays effective communication skills ☐ exhibits basic teamwork skills; e.g., cooperation, appropriate conduct, leadership, commitment, negotiation, sharing
Content	☐ identifies various media that are useful in delivering ideas and information ☐ identifies at least two messages to be delivered to a target audience
	☐ completes a written evaluation (minimum 300 words) describing: ☐ techniques used ☐ response(s) of the target audience ☐ recommendations for improving/enhancing the messages ☐ selects and uses equipment/facilities effectively, safely and responsibly ☐ ensures work meets school and community standards
	Equipment and Materials ☐ independently selects and uses equipment/materials ☐ demonstrates concern for safe procedures/techniques ☐ weighs and measures accurately and efficiently ☐ minimizes waste of materials ☐ anticipates potential hazards and emergency response

COMMENTS

Student Name: _____

Teacher: _____

Module/Project(s): _____

Date: _____

CRITERIA	OBSERVATION/ RATING					STANDARD
Preparation and Planning	4	3	2	1	0	3
Content	4	3	2	1	0	3
Presentation	4	3	2	1	0	3

STANDARD IS 3 IN EACH APPLICABLE CRITERIA UNLESS OTHERWISE STATED

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student:</i>	☐ meeting of school and community standards ☐ creates a portfolio or adds assignment to existing portfolio
Preparation and Planning	Presentation ☐ demonstrates effective use of at least one medium of communication: <i>e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary) voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i>Oral: techniques, tools, clarity, speed and pacing</i>
☐ sets goals and describes steps to achieve them ☐ uses personal initiative to formulate questions and find answers ☐ accesses a range of relevant information sources and recognizes when additional information is required ☐ interprets, organizes and combines information in creative and thoughtful ways ☐ records information accurately, using appropriate technical terms and supporting detail ☐ plans and uses time effectively, prioritizing tasks on a consistent basis ☐ accesses and refines approach to task and project status based on feedback and reflection	☐ maintains acceptable grammatical and technical standards ☐ provides an introduction that describes the purpose and scope of the project ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
Content	
☐ presents assignment to teacher and peers ☐ obtains and responds to feedback based on: ☐ elements used ☐ how well project achieved its purpose ☐ aesthetics	

COMMENTS

COMMUNICATION TECHNOLOGY

SECTION H: LINKAGES/TRANSITIONS

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

LINKAGES

With Other CTS Strands	H.1
With Other Secondary Programs	H.1

TRANSITIONS

To the Community/Workplace	H.1
To Related Post-secondary Programs	H.2

CREDENTIALLING	H.2
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Charts:

Communication Technology: Connections with Other CTS Strands	H.3
Communication Technology: Connections Across the Curriculum	H.4
Communication Technology: Related Occupations	H.5
Communication Technology: Summary of Related Post-Secondary Programs	H.6

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Communication Technology has strong links with Design Studies. In particular, three Design Studies modules—Design Techniques Fundamentals, 2D Design Applications and 2D Design Studio—deal with design skills that are fundamental to certain Communication Technology modules. It is strongly recommended that students obtain practice in a variety of design activities by taking Design Techniques Fundamentals. A 5-credit course, for a student interested in printing, might comprise the following:

- Design Techniques Fundamentals
- 2D Design Applications
- Introductory Printing
- Intermediate Printing Techniques
- Intermediate Printing Applications.

A student interested in animation might consider taking some Design Studies modules also.

Although the techniques of presenting and communicating are delivered through Communication Technology, the specific knowledge and skills relating to software application may be acquired in Information Processing. For example, the knowledge and skills acquired in Information Processing modules dealing with multimedia, desktop publishing and integrated graphics tools may benefit student in Communication Technology. Conversely, an introductory printing module from Communication Technology may benefit students who are interested in desktop publishing. Teachers wishing to combine these or any other competencies should review the appropriate modules within both strands.

Communication Technology also has the potential to link with Tourism Studies and Enterprise and Innovation, as well as with the Fine Arts (Drama, Art, Music), and Language

Arts and Social Studies. However, skills learned in Communication Technology may also be applied to other strands; e.g., Foods, Mechanics, Construction Technologies, where a process or an activity needs to be recorded for review or presentation.

Note that project modules from the Career Transitions strand may be combined with modules from Communication Technology to provide increased opportunity for students to develop expertise and refine their competencies.

Potential linkages of Communication Technology with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Communication Technology: Connections with Other CTS Strands", page H.3).

With Other Secondary Programs

Potential linkages with core and complementary subject areas across the curriculum are identified in this section (see "Communication Technology: Connections Across the Curriculum", page H.4).

TRANSITIONS

To the Community/Workplace

The themes and modules offered in Communication Technology are consistent with courses in communication being offered by most post-secondary institutions in the province. There is no formal agreement to waive prerequisites for students enrolling in such programs, but, nonetheless, students are encouraged to compile and present a portfolio whenever they are applying to a post-secondary institution.

Information from the National Occupational Classification (NOC) regarding occupations in design-related areas that can be accessed upon completion of high school is provided in this

section (see "Communication Technology: Related Occupations", page H.5).

To Related Post-secondary Programs

An outline of post-secondary institutions in Alberta currently offering programs in design studies-related areas is provided in this section (see "Communication Technology: Summary of Related Post-secondary Programs", page H.6).

CREDENTIALLING

There are no credentialling opportunities for Communication Technology modules.

LINKAGES – Communication Technology: Connections with Other CTS Strands

Communication Technology Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Energy and Mines	Enterprise and Innovation	Electro Technologies	Fabrication Studies	Fashion Studies	Financial Management	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Presentation																					
COM101: Presentation & Communication 1																					
COM102: Media & You																					
COM201: Presentation & Communication 2																					
COM202: Media Design & Analysis 1																					
COM203: Intermediate Script Writing																					
COM301: Presentation & Communication 3																					
COM302: Media Design & Analysis 2																					
COM303: Advanced Script Writing																					
Theme: Photography																					
COM103: Basic Photography																					
COM104: Special Effects Photography																					
COM204: Intermediate Photography																					
COM205: Photographic Communication																					
COM206: Intermediate Photographic Techniques																					
COM304: Advanced Photography																					
COM305: Photojournalism																					
COM306: Advanced Photographic Techniques																					
COM307: Colour Photography																					
Theme: Print																					
COM105: Introductory Printing																					
COM207: Intermediate Printing Techniques																					
COM208: Intermediate Printing Applications																					
COM308: Advanced Printing Techniques																					
COM309: Advanced Printing Applications																					
Theme: Audio/Video																					
COM106: Basic Audio/Video Production																					
COM107: Beginning Animation																					
COM209: Intermediate Audio/Video 1																					
COM210: Intermediate Audio/Video 2																					
COM211: Intermediate Animation																					
COM212: Intermediate Digital Design																					
COM310: Advanced Audio																					
COM311: Advanced Video																					
COM312: Advanced Animation																					
COM313: Advanced Digital Design																					

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand usually through the application of related technologies and/or processes.



LINKAGES – Communication Technology: Connections Across the Curriculum

Communication Technology Modules	Across the Curriculum																
	Junior High							Senior High									
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts
Theme: Presentation																	
COM101: Presentation & Communication 1																	
COM102: Media & You																	
COM201: Presentation & Communication 2																	
COM202: Media Design & Analysis 1																	
COM203: Intermediate Script Writing																	
COM301: Presentation & Communication 3																	
COM302: Media Design & Analysis 2																	
COM303: Advanced Script Writing																	
Theme: Photography																	
COM103: Basic Photography																	
COM104: Special Effects Photography																	
COM204: Intermediate Photography																	
COM205: Photographic Communication																	
COM206: Intermediate Photographic Techniques																	
COM304: Advanced Photography																	
COM305: Photojournalism																	
COM306: Advanced Photographic Techniques																	
COM307: Colour Photography																	
Theme: Print																	
COM105: Introductory Printing																	
COM207: Intermediate Printing Techniques																	
COM208: Intermediate Printing Applications																	
COM308: Advanced Printing Techniques																	
COM309: Advanced Printing Applications																	
Theme: Audio/Video																	
COM106: Basic Audio/Video Production																	
COM107: Beginning Animation																	
COM209: Intermediate Audio/Video 1																	
COM210: Intermediate Audio/Video 2																	
COM211: Intermediate Animation																	
COM212: Intermediate Digital Design																	
COM310: Advanced Audio																	
COM311: Advanced Video																	
COM312: Advanced Animation																	
COM313: Advanced Digital Design																	

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.

Provides some links with course content, usually through the application of related technologies and/or processes.

TRANSITIONS—*Communication Technology: Related Occupations*

Information for this chart was obtained from the National Occupations Classification (NOC) descriptions;

Educational Requirements:

D: High School Education

C: Apprenticeship

B: College or Vocational Education

A: University

Occupation Profile	NOC#	D	C	B	A
Advertising Copywriter	5121			✓	✓
Binding and Finishing Machine Operators	9473		✓	✓	
Broadcast Maintenance Technologist	5224			✓	
Camera, Platemaking and Other Pre-Press Occupations	9472	✓	✓	✓	
Cartoonist	5241			✓	✓
Casting Director	5226	✓		✓	✓
Cinematographer	5222			✓	✓
Film and Video Camera Operators	5222			✓	
Film Animator	5241			✓	✓
Graphic Arts Technicians	5223			✓	✓
Graphic Designers and Illustrating Artists	5241			✓	✓
Journalists	5123			✓	✓
Managers in Publishing, Motion Pictures, Broadcasting and Performing Arts	0512			✓	✓
Photographers	5221			✓	✓
Photographic and Film Processors	9474			✓	
Printing and Graphic Arts Craftsmen	9472		✓		
Printing Machine Operators	9471	✓		✓	
Printing Press Operators	7381		✓	✓	
Producers, Directors, Choreographers and Related Occupations	5131			✓	✓
Professional Occupations in Public Relations and Communications	5124			✓	✓
Projectionist	5227	✓			
Reporter (Print and Broadcast Media)	5123			✓	✓
Supervisors, Printing and Related Occupations	7218	✓		✓	
Television Equipment Operators	5222			✓	
Traffic Clerk/Assistant	1473	✓			
Writers	5121			✓	✓

TRANSITIONS – Communication Technology: Summary of Related Post-secondary Programs

	PUBLIC COLLEGES	APPRENTICESHIP TRADE						PRIVATE COLLEGES					TECH. INST.		Banff	UNIVERSITIES			VOCATIONAL COLLEGES								
		Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College	B	V	Canadian Union College		Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche
Art / Art History / Visual Arts	D(4y)																										
Cinema, Television, Stage & Radio Arts																											
Commercial Signwriting																											
Photography / Photographic Arts	D(4y)																										
Audio and/or Visual Communications	D(4y)			D				D(3y) 3t																			
Cinema, Radio & Television Arts				D				D																			
Communications Arts/Studies / Journalism Arts			1t	CD				D																			
Printing & Graphic Arts																											VC

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future", Advanced Education and Career Development, 1995.

COMMUNICATION TECHNOLOGY

SECTION I: LEARNING RESOURCE GUIDE

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide a list of resources that support student learning. Three different types of resources are identified:

- **Authorized:** Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- **Other:** Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary for use in school jurisdictions
- **Additional:** A list of local and provincial sources of information available to teachers, including the community, government agencies, resource centres and organizations.

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Communication Technology curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
 - basic learning resources
 - support learning resources
 - teaching resources
- Other Resources:
 - print and video
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS: The Education Station. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Communication Technology modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ATEC	Title	Author	101	201	301
	Bibliographic Information				
	Annotation				

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

Distributor Code - see Distributor

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: (403) 427-2767
Fax: (403) 422-9750

Please check LRDC for availability of videos.

The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: (403) 422-4872
Fax: (403) 422-0576

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Communication Technology curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Basic 35 mm Photo Guide</i> . Craig Alesse. Amherst, NY: Amherst Media, 1992. This very basic guide to photography using a 35mm S.L.R. camera is suitable for junior high level.	101 102 103		
LRDC	<i>Communication Systems</i> . Charles D. Johnson. Cedar Falls, ID: Goodheart-Willcox Co. Inc., 1992. This book introduces the variety of ways people use technology to communicate. It includes fundamentals (design, etc.), drafting, photography, graphic arts, desktop publishing and electronic communication. It also includes a section on career exploration. Instructor's manual is available.	101 102 103 105 106	204 207 to 210 212	308 309 313
LRDC	<i>Communication Technology: Today and Tomorrow</i> . Mark Sanders. Lake Forest, IL: Glencoe/McGraw-Hill, 1991. The various areas of communication technology and the processes involved in each are explained. Data handling, systems design, optics and the basic systems of production of electronic media are discussed. Instructor's Resource Guide, Teacher's Resource Binder (includes supplements), and Student Workbook available.	101 102 103 105 106	201 204 207 208 211 212	306 308 309 313
LRDC	<i>Creative Camera, The</i> . Nancy Howell-Koehler. Worchester, MA: Davis Publications Inc., 1989. Designed to help intermediate and advanced students experiment with unusual and innovative camera technology, this book will help students update and experiment with a wide variety of techniques and make the most of a camera.	103 104	206	305 306
LRDC	<i>Exploring Photography</i> . Richard Walker and Robert Walker. South Holland, IL: Goodheart-Willcox Co. Inc., 1991. The fundamentals of photography are dealt with in a logical straightforward way. Contents include the history of photography, photographic equipment, materials, methods and processes. Instructor's guide and answer key available.	103 104		304 305 306 307

Basic Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Graphic Arts Production.</i> Loretta C. Dodt. Homewood, IL: American Technical Publishers, 1990. Tools, equipment, materials, production methods and design techniques traditionally used in the graphic art field are tied in with computer graphic programs and desktop publishing.	102	202	302
		105	207	308
			208	309
			212	313
LRDC	<i>Handbook of Photography.</i> (3 rd edition.) R. Lovell, F. Zwahlen Jr. and J. Folts. Albany, NY: Delmar Publishers, Inc., 1978. Covering how to take photographs, develop film and make prints, this reference also has a good section in each area that deals with what can go wrong and the probable causes.	103	204	304
		104	205	305
			206	306
				307
LRDC	<i>Step by Step Guide to Photography, The.</i> Michael Langford. New York, NY: Alfred A. Knopf, 7th Printing, 1987. The whole spectrum of photography, from basic photographic techniques through to advanced darkroom techniques, is covered in this comprehensive text.		204	304
			206	306
				307
PHP	<i>Videography: A Guide to Making Videos.</i> Peter Hitchcock. Toronto, ON: Peter Hitchcock Productions, 1992. This print resource has been written to accompany the "Successful Home Video" series and therefore offers a practical and in-depth look at how high quality video presentations can be made by anyone.	102	202	302
		106	209	310
			210	311

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
PHP	<i>Advanced Camcorder: Effects, Moves and Lighting.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101	201	301
		102	202	302
		106	203	303
		107		310
				311
PHP	<i>Advanced Editing and Instructional Video.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101	201	301
		102	202	302
		106	203	303
		107		310
				311
PHP	<i>Audio Techniques and the Travel Video.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101	201	301
		102	202	302
		106	203	303
		107		310
				311
LRDC	<i>AUTODESK 3D Studio™.</i> (DOS Release 2.) Georgetown, ON: Merlan Scientific Ltd., 1992. A 3-D modelling and application software program that combines all of the tools necessary for creating still images or 3-D animation.	107	211	312
			212	313
LRDC	<i>AUTODESK Animator Pro™.</i> (DOS Version 1.0.) Georgetown, ON: Merlan Scientific Ltd., 1990 - 1991. A 2-D paint and animation software package that enables the user to create high resolution presentations and animation.	107	201	301
			211	312
			212	313

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>AUTODESK Multimedia Explorer™</i>. (DOS Version 1.0.) Georgetown, ON: Merlan Scientific Ltd., 1991. A 2-D animation and paint graphics software package capable of accessing clip art from a CD ROM.	107	201	301
			211	312
			212	313
PHP	<i>Basic Video Production</i>. (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101	201	301
		102	202	302
		106	203	303
		107		310
				311
LRDC	<i>ClarisDraw™</i> (Macintosh / Power Macintosh, Version 1.0.) Claris Corporation, 1994. Courseware. ClarisDraw is the next generation of MacDraw software that integrates drawing, advanced text handling, painting, image editing, and presentations with revolutionary graphics and intelligence.	107	201	301
			211	312
			212	313
PHP	<i>Camcorder Basics</i>. (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101	201	301
		102	202	302
		106	203	303
		107		310
				311
ACC	<i>Career and Technology Studies: Key Concepts</i>. Edmonton, AB: ACCESS: The Education Station. Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan</i>, <i>Creativity</i>, <i>Electronic Communication</i>, <i>The Ethics Jungle</i>, <i>Go Figure</i>, <i>Innovation</i>, <i>Making Ethical Decisions</i>, <i>Portfolios</i>, <i>Project Planning</i>, <i>Responsibility</i> and <i>Technical Writing</i>.	all	all	all
LRDC	<i>Communication Technology: Today and Tomorrow</i>. Mark Sanders. Lake Forest, IL: Glencoe / McGraw-Hill, 1991. Student Workbook. See Basic Learning Resources for module correlation and annotation.			

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Desktop Publishing: Design Basics and Applications.</i> George Porozny. Mississauga, ON: Copp Clark Pitman, 1993. A basic overview of desktop publishing from a practical perspective is provided under the assumption that the student has minimal experience with the computer. Emphasis is given to Apple computers.	102 105		
PHP	<i>Documentary, The.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101 102 106 107	201 202 203	301 302 303 310 311
LRDC	<i>Fundamentals of Copy & Layout.</i> (2nd edition.) A. Book and C. Schick. Lincolnwood, IL: NTC Business Books, 1990. Designed for someone who is starting their advertising agency, this book can also be used as a review of basic procedures.	105	207 208	308 309
LRDC	<i>Harvard Graphics</i> (Version 3.0 for Windows). Software Publishing Corporation, 1994. Courseware. Multimedia presentations of charts and slides.		212	313
LRDC	<i>How to Make Your Own Video.</i> Perry Schwartz. Minneapolis, Minnesota: Learner Publications, 1991. Finding the right camcorder, preparing for a video shoot, writing a video script, learning storytelling techniques, learning videotaping techniques and learning lighting techniques all are discussed in this concise and very readable text written for junior high school students.	101 102 106		
LRDC	<i>HyperCardTM</i> Developer Kit. (Macintosh Version 2.1.) Apple Computer Inc./Claris Canada Inc., 1987 - 1991. A software development package that enables the user to create and store text graphics, sounds and animation sequences.	107	211	312

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Media Images and Issues.</i> Donna Carpenter. Don Mills, ON: Addison-Wesley Publishers Ltd., 1989. Student Text. Print, radio, film and television are examined. Each chapter focuses on techniques and encourages the student to play an interactive role in learning concepts and theory. A Canadian perspective is used.		202	302 305
LRDC	<i>Photography - Take Your Best Shot.</i> Terry Morgan and Schmucl Thaler. Minneapolis, MN: Learner Publications Co., 1990. This text contains information on the basic camera through to developing prints and is suitable for a very junior level.	101 102 103		
PHP	<i>Photography and Lighting.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101 102 106 107	201 202 203	301 302 303 310 311
PHP	<i>Shooting an Event: Video High Tech.</i> (Successful Home Video Series.) Toronto, ON: Peter Hitchcock Productions, 1992. Practical lessons are provided on using camcorders, consumer video equipment, photographic techniques, lighting techniques, audio techniques, editing, creating a video presentation, and using hi-tech animation and titling. Several innovative video projects are presented. A written guide, designed to enhance this video series, is also available.	101 102 106 107	201 202 203	301 302 303 310 311

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Communication Systems</i>. Charles D. Johnson. Cedar Falls, ID: Goodheart-Willcox Co. Inc., 1992. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Communication Technology: Today and Tomorrow</i>. Mark Sanders. Lake Forest, IL: Glencoe/McGraw-Hill, 1991. Instructor's Resource Guide and Teacher's Resource Binder (includes Supplement). See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Exploring Photography</i>. Richard Walker and Robert Walker. South Holland, IL: Goodheart-Willcox Co. Inc., 1991. Instructor's Guide and Answer Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Writing Scripts for Television, Radio, and Film</i>. (3rd edition.) Edgar E. Willis and Camille D'Arienzo. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers, 1993. The text offers an in-depth discussion of a wide variety of scripts (e.g., commercials, sports, news, documentaries, interviews, editorial and educational scripts). There are few examples; however, the text is rich in references to current movies and television shows.		203 209 210	301 302 303 310 311

COMMUNICATION TECHNOLOGY RESOURCES

THEME CODE:
A. Presentation
B. Photography
C. Print
D. Audio/Video

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching

O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JUNIOR/SENIOR HIGH CODE:
J - Junior High
S - Senior High

		Status		Format		LEVEL		THEME																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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COMMUNICATION TECHNOLOGY RESOURCES

[illegible]

THEME CODE:	FORMAT CODE:	STATUS CODE:	LEVEL CODE:	JUNIOR/SENIOR HIGH CODE:
A - Presentation	p - Print	B - Basic	1 - Introductory	J - Junior High
B - Photography	v - Video	S - Support	2 - Intermediate	S - Senior High
C - Print	s - Software	T - Teaching	3 - Advanced	
			O - Other	

Communication Technology /1.12
(Inter: '994)

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a Tolerance and Understanding audit and a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources
MAG	<i>Animation Pie, Children's Collection, The</i> . Richmond, BC: Magic Lantern Communications Ltd., 1975.
GNP	<i>Animator's Workbook, The</i> . Tony White. Don Mills, ON: Watson-Guption Publications, 1988. May be used as a teacher resource or reference.
NFB	<i>Art of the Animator The</i> , Parts 1-2. Montreal, PQ: National Film Board, 1993. This behind-the-scenes documentary profiles the frame-by-frame methods employed by world renowned NFB animators, as they are seen creating their animated classics. (24 minutes each)
OME	<i>Art of Imitation, The (Animatronics); Electric Dreams (Computer Imaging); Optical Illusions (Optical Effects); Painting by Numbers (Digital Enhancements)</i> . Scarborough, ON: Omega Film Ltd., 1994. Movie Magic.
NFB	<i>Cell Mates</i> . Montreal, PQ: National Film Board, 1992. Introduces students to the basics of cell animation by featuring the works of three Prairie-based animators. (12:30 minutes)
VEC	<i>Computer Animation Magic</i> . Toronto, ON: Visual Education Centre, 1991. Shows how computer animation sequences are built up step-by-step, from the construction of wire frame models to the addition of colour, lighting and texture. Dozens of examples show the application of computer graphics in fields such as advertising, news, production, architectural and product design, education, medicine, children's games and dramatic production. (58 minutes)
OME	<i>Computer Visions</i> . Scarborough, ON: Omega Film Ltd., 1990. An overview of some of the best examples of computer graphics and animation. (58 minutes)
CFDW	<i>Flipbook Movie</i> . Vancouver, BC: Canadian Filmmakers Distribution West, 1990. Flipbooks are employed to play within the animation form, featuring humorous and wonderful visual tales of worlds within worlds (Animation). (5 minutes)

Other Resources (Continued)

Distributor Code	Other Resources
MCI	<i>Frog & Toad: Behind the Scenes.</i> Rexdale, ON: McIntyre Media Ltd., 1985. This factual "how to do animation" video uses characters from a children's book and shows the creation of characters in animation. The video cleverly intersperses with real time video and animation.
VEC	<i>Futures 2: Graphic Design.</i> Toronto, ON: Visual Education Centre. <i>Graphic Design</i> is a 15-minute program that shows students how the graphic design profession offers them practical applications of mathematics in advertising, entertainment and communication. Introduces students to seven distinct graphic fields. Examples are drawn from USA Today, MTV and other workplaces where students observe this fast-paced career in action. Jaime Escalante and graphic designer Roland Young demonstrate the role of symmetry in creating a design. Authorized as a support resource for Design Studies.
VEC	<i>Futures 2: Industrial Design.</i> Toronto, ON: Visual Education Centre. <i>Industrial Design</i> is a 15-minute program that demonstrates how mathematics is used by industrial designers as they develop new products for consumers. Jaime Escalante hosts the program and Syd Mead, industrial designer, is his guest.
VEC	<i>Gutenberg: The Birth of Printing.</i> Toronto, ON: Visual Education Centre. In this animated video, a girl and a boy narrate the historical development of print.
MAG	<i>History of Animation.</i> Richmond BC: Magic Lantern Communications Ltd., 1990
ITF	<i>Into Print Series #4, #6.</i> Mississauga, ON: International Tele-Film Enterprises Ltd., 1990. Program #4 discusses the subtle use of text in persuading people and presenting ideas and very relevant to design. Program #6 shows the advantages of using a computer over some traditional methods of graphic design. However, it points out that in spite of the new technology, a good idea is still essential to the creative process.
FWST	<i>Mad for Ads.</i> Kelowna, BC: Filmwest. A series of 26 episodes of TV's best commercials from around the world.
MAG	<i>On Assignment.</i> Richmond, ON: Magic Lantern Communication, 1991. This series of videos includes the following titles: The Video Guide to Basic 35mm Photography, Photographic Light, Photographic Design, The Studio, The Business of Photography, The Darkroom, Video Guide to Basic Videography, and Glamour Photography.
OME	<i>Part 1: Cinematography, Editing, Acting, Directing.</i> Scarborough, ON: Omega Film Ltd., 1994 Making Grimm Movies.

Other Resources (Continued)

Distributor Code	Other Resources
MAG	<i>Photographic Vision, A Series</i>. Oakville, ON: Magic Lantern Communications, 1984. Includes the history of photography, a wide variety of subjects and treatments, experimentation with light and developing techniques. The following titles are available from ACCESS: The Education Station: Artistic Expression, Seeing with the Camera.
VEC	<i>Photography: A History</i>. Toronto, ON: Visual Education Centre, 1989. A short animated version of the history of photography is presented.
CCP	<i>Radio & Television Commercial, The</i>. (2nd edition.) Albert C. Book, Norman D. Cary and Stanley Tannenbaum. Lincolnwood, IL: NTC Business Books, 1989. This resource includes how to analyze and create effective advertisements for television and radio. Key concepts and applications are supported by a wide variety of examples of commercials found in the marketplace today.

ADDITIONAL SOURCES

Available to Communication Technology teachers, both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached free of charge by calling the RITE number switchboard in your area.

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

Students' Physical Growth: Developmental Framework Physical Dimension, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain, 1987*

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

Others

- *Focus on Research: A Guide to Developing Students' Research Skills, 1990*

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning, 1990*

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied.

ACCESS: The Education Station publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. See Support Learning Resources in this Guide for a list of titles.

The videos and accompanying support material can be obtained from:

ACCESS: The Education Station
3720 - 76 Avenue
Edmonton, AB
T5B 2N6
Telephone: 440-7777 (in Edmonton)
1-800-352-8293
(outside Edmonton)

Alberta Apprenticeship Program

Contact the Alberta Advanced Education and Career Development office nearest you or call the Alberta Career Information Hotline, 1-800-661-3753 (toll-free). Edmonton: 422-4266

Alberta Labour

9940 - 106 Street
Edmonton, AB
T5J 3N3
Telephone: 427-8848

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Communication Technology. For a list of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1-800-267-7710 (toll-free).

Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 495-6412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, AB
T2G 2M2
Telephone: 260-2650
Fax: 292-5458

Resource Centres

Urban Resource Centres

Calgary Board of Education
Supervisor, Education Media
3610 - 9 Street SE
Calgary, AB
Telephone: 294-8540
Fax: 287-9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 - 5 Avenue SW
Calgary, AB
T2P 4T9
Telephone: 246-6663
Fax: 249-3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, AB
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, AB
T5H 4G9
Telephone: 429-8320
Fax: 429-8313

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 - 50 Avenue
Bonnyville, AB
T9N 2L4
Telephone: 826-3145
Fax: 826-4600

Medicine Hat School District No. 75
IMC Manager
601 - 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 - 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 - 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Regional Resource Centres

Zone 1

Zone 1 Regional Resource Centre
Film Supervisor
10020 - 101 Street
PO Box 6536
Peace River, AB
T8S 1S3
Telephone: 624-3187
Fax: 624-5941

Zones II and III

Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, AB
T8A 3K5
Telephone: 464-5540
Fax: 467-5469

Zone IV

Alberta Central Regional Education Services
(ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue & 53 Street Corner
Box 3220
Lacombe, AB
T0C 1S0
Telephone: 782-5730
Fax: 782-5831

Zone V

South Central Alberta Resource Centre
(SCARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, AB
T1P 1J4
Telephone: 934-5028

Fax: 934-4889

Zone VI

Southern Alberta Learning Resource Centre
(SALRC)
Film Supervisor
Provincial Government Administration Building
120, 909 Third Avenue N
Box 845
Lethbridge, AB
T1J 3Z8
Telephone: 320-7807
Fax: 320-7817

PROFESSIONAL ASSOCIATIONS

Alberta Professional Photographers Association

c/o Pat Eisenbart, Executive-Secretary
16136 - 110B Avenue
Edmonton, AB T5P 4E6
Telephone: (403) 483-4275

Calgary Society of Independent Filmmakers

Basement, 1703 - 1 Street NW
Calgary, AB
T2M 4P4
Telephone: (403) 277-1741

Film and Video Arts Society - Alberta

2nd Floor, 9722 - 102 Street
Edmonton, AB
T5K 0X3
Telephone: (403) 429-1671

National Screen Institute - Canada

3rd Floor, 10022 - 103 Street
Edmonton, AB
T5J 0X2
Telephone: (403) 421-4084

Quickdraw Animation Society

104, 3009 - 23 Avenue SW
Calgary, AB
T3E 0J3
Telephone: (403) 249-0696

INDUSTRY ORGANIZATIONS

Graphic Arts Technical Foundation

4615 Forbes Avenue

Pittsburgh, PA USA 15213-3796

Telephone: (412) 621-6941

Fax: (412) 621-3049

Kodak Canada Inc.

School Programs

3500 Eglinton Avenue West

Toronto, ON

Telephone: (416) 766-8233 (1-800-465-6325)

Fax: (416) 761-4409

Free educational materials are available from
the School Programs Director.

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone / Fax
ACC	ACCESS: The Education Station 3720 - 76 Avenue Edmonton, AB T6B 2N9	(403) 440-7777 Fax: 440-8899 1-800-352-8293
CCP	Copp Clark Pitman Ltd. See LRDC Buyers Guide for Information	
CFDW	Canadian Filmmakers Distribution Unit 100, 1131 Howe Street Vancouver, BC V6Z 2L7	(604) 684-3014 Fax: 684-7165
FWST	Filmwest 2399 Hayman Road PO Box 1437 Kelowna, BC V1Y 7V8	(604) 769-3399 Fax: 769-5599
GNP	General Publishing Co. Limited 30 Lesmill Road Don Mills, ON M3B 2T6	(416) 445-5967 Fax: 445-3333
ITF	International Tele-Film Enterprises Ltd. 301, 5090 Explorer Drive Mississauga, ON L4W 4T9	(905) 629-3133 Fax: 629-1211 1-800-561-4300
LRDC	Learning Resources Distributing Centre 12360 - 142 Street Edmonton, AB T5L 4X9	(403) 427-2767 Fax: 422-9750
MAG	Magic Lantern Communications Ltd. 201 - 6700 #3 Road Richmond, BC V6Y 2C3	(604) 273-811 Fax: 273-8171 1-800-263-1818
MCI	McIntyre Media Limited 30 Kelfield Street Rexdale, ON M9W 5A2	(416) 245-7800 Fax: 245-8660

Distributor Directory (Continued)

Code	Distributor/Address	Telephone / Fax
NFB	National Film Board of Canada 120-2, 9700 Jasper Avenue Edmonton, AB T5J 4C3	1-800-267-7710
OME	Omega Films Limited 70 Milner Avenue, Unit #5A Scarborough, ON M1S 3P8	(416) 291-4733 Fax: 291-7775
PHP	Peter Hitchcock Productions 17 Poplar Plains Road Toronto, ON M4V 2M7	(416) 921-1021 Fax: 921-1189
VEC	Visual Education Centre 44 Horner Avenue Toronto, ON M8Z 4X5	(416) 252-5907 Fax: 251-3720 1-800-668-0749

COMMUNICATION TECHNOLOGY

SECTION J: SAMPLE STUDENT LEARNING GUIDES

(INTERIM, 1996)

TABLE OF CONTENTS

A student learning guide presents information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

The student learning guides included in this section are organized as follows:

- Why take this module?
- What do you need to know before you start?
- What will you know and be able to do when you finish?
- When should your work be done?
- How will your mark for this module be determined?
- Which resources may you use?
- Activities/Worksheets

A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

SAMPLE STUDENT LEARNING GUIDES

Basic Photography (COM103)	J.1
Intermediate Photographic Techniques (COM206)	J.7
Intermediate Audio/Video 1 (COM209)	J.13

Basic Photography (COM103)

TAKE THIS MODULE?

- Discover the magic of photography by using your camera to capture special moments and memories.
- Gain confidence in the selection and use of cameras and film
- Experiment with composition and lighting
- Process your images into prints and share the results with others
- Explore the possibility of a career in visual communication.

DO YOU NEED TO KNOW BEFORE YOU START?

- No previous experience is required for this module.
- To be successful however, you should have an interest in photography and you should be willing to experiment and to share your photographs with others.

Basic Photography (COM103)

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Correctly operate a basic 35 mm camera
- Describe a 35 mm camera and identify basic parts
- Demonstrate a knowledge of the following: aperture, shutter speed, ISO numbers
- Identify the difference between a rangefinder and a single-lens-reflex camera
- Demonstrate knowledge of the difference between black and white, and color film
- Load film into a camera and control exposure and focusing while taking photograph
- Identify at least three elements of a well-composed photograph
- Process images with electronic processors or darkroom facilities
- Make prints of several images which demonstrate good camera technique
- Critique your prints and those of your classmates with constructive suggestions for improvements
- Demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?



COMMUNICATION TECHNOLOGY

Basic Photography (COM103)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
• Selection of favorite photographs with written critiques	15%
• Camera check for part identification and operation, written and/or by demonstration	15%
• Photographic assignment(s)	40%
• Critique of your work and that of your classmates	15%
• Written Quiz	15%

RESOURCES MAY YOU USE?

- Alesse, Craig. *Basic 35mm Photo Guide*.
- Walker and Walker, *Exploring Photography*.
- Sanders, Mark. *Communication Technology*.
- Johnson, Charles. *Communication Systems*.
- Lovell et al. *Handbook of Photography*.

Basic Photography (COM103)**Composition**

Look through available magazines and select three or four photos which you feel are excellent. Why are the appealing? In deciding why consider the following:

- How far away from the subject is the photographer?
- At what angle did the photographer take the picture?
- What is the background?
- Where was the light coming from when the picture was taken?
- What do you learn from the photograph?

Either in writing or through group discussion, discuss your findings and identify things you would like to do when taking your own pictures.

Camera Types and Operation

- Identify the rangefinder and a single-reflex camera from several examples
- Identify the following parts of a camera: viewfinder, focusing ring, film advance, aperture and shutter controls, film rewind knob, film release button, ISO setting, frame counter, camera back opening latch, tripod mount.
- Identify the ISO (International Standards Organization) guide number of the film being used and set it on the camera.
- Take a light meter reading with your camera
- Mount the camera on a tripod and focus on a specific object
- Load some practice film into the camera to be used, advance several times and rewind and remove the film from the camera

Taking and Processing Pictures

Load film into the camera, set the ISO guide number, set the shutter at about 1/125 of a second and make certain that the light meter works. Record all exposures on an exposure log sheet. Identify correct exposures for specific lighting and camera techniques on the log sheet.

Suggested pictures include;

- a moving car or bicycle
- a stop-action of another student jumping
- a close-up of a small object 1/2 meter away from the camera
- a head and shoulders portrait of another student
- a full-figure portrait of another student - try a triangular pose

When you have taken all your pictures, rewind the film. Place protective lens cap and case back on the camera and return all equipment to your teacher. Arrange for images to be processed.

COMMUNICATION TECHNOLOGY

Basic Photography (COM103)

Critique of your Work

Select four of your images, each of which illustrates a different photographic technique, and mount them in your notebook. Identify the following for each:

- type of film used
- aperture and shutter speed
- source and direction of light
- explain what makes the photo well composed
- identify what you would do to improve your technique

COMMUNICATION TECHNOLOGY

Intermediate Photographic Techniques (COM206)

TAKE THIS MODULE?

Although many people believe that a picture represents reality, this need not be the case. In this module, you will discover how, by changing the kind of lens that is used on the camera, the resulting image can be altered from what you actually see with your own eyes. In addition, you will have opportunities to manipulate the image after you have taken the picture.

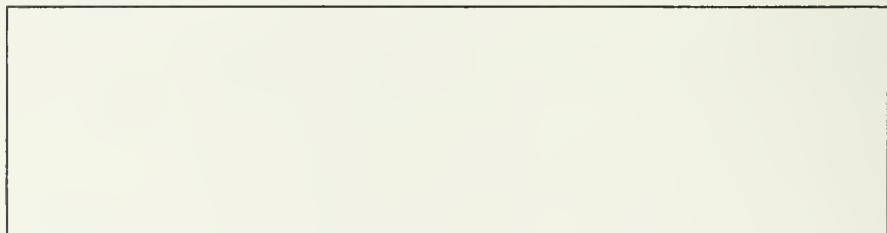
DO YOU NEED TO KNOW BEFORE YOU START?

- To be successful in this module, you should be able to demonstrate the exit-level competencies for Introductory Photography.

WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- demonstrate knowledge of the following: "normal focal length", "focal length", "lens speed", "depth of field"
- calculate the focal length of cameras having different negative sizes
- identify lens impact on the following effects: field of view, background compression, distortion and depth of field
- explain how apertures, lens focal length and camera to subject distance affect depth of field and demonstrate this while taking pictures
- distinguish among telephoto, normal and wide angle lenses
- identify macro and zoom lenses
- take pictures that demonstrate knowledge of lens focal length
- apply previous knowledge of composition in all picture taking
- process all images and convert selected ones into prints
- experiment with the following techniques: contrast control, vignetting, multiple printing, dodging and burning
- demonstrate knowledge of proper technique in cleaning lenses
- mount and present your prints and critique your prints and those of your classmates with suggestions for improvement
- complete related worksheets
- demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?



Intermediate Photographic Techniques (COM206)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows: • Portfolio consisting of 5-10 photographs, a "Photography Log Sheet", and written descriptions of the techniques used • Knowledge of metering, exposure principles, light sources, lenses and depth-of-field • Photo documentation (e.g., reflection log)	60% 30% 10%

RESOURCES MAY YOU USE?

You can complete this module in a number of ways. If you have an electronic imaging camera, a disc can be used to record images and then they can be printed with a computer and laser printer. If you have access to a darkroom, film can be processed into negatives, which in turn can be enlarged into prints.

You will refer to the following resources:

- Howell-Koehler, Nancy, *Creative Camera*
- Langford, Michael, *Step-by-Step Guide to Photography*
- Lovell et al., *Handbook of Photography*

Intermediate Photographic Techniques (COM206)

- When making prints, experiment with the following techniques:
 - make several prints of one image where you vary the contrast
 - vignette an image such as a portrait
 - combine more than one image on the same print
 - dodge (i.e., lighten) dark shadow areas of a print
 - burn in (i.e., darken) highlight areas of a print.

Critique Your Work

- Mount and present the following prints:
 - same image showing a large and small depth of field
 - prints illustrating the effects achieved with short, normal and long lenses
 - a print showing multiple imaging
 - two or more prints illustrating burning and dodging techniques.
- With each mounted print, indicate the following:
 - type of film used
 - aperture, shutter, lens and camera to subject distance used
 - technique attempted
 - identify what you would do to improve your technique.
- Share your results with your teacher and other classmates

TAKE THIS MODULE?

- Develop knowledge and technical skills in audio/video production.
- In this module you will complete at least one project and by doing so you will be better able to produce, analyze and critique personal and commercial audio/video productions.

DO YOU NEED TO KNOW BEFORE YOU START?

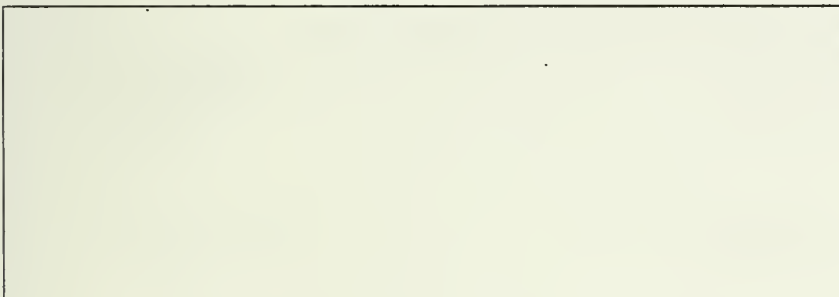
- If you have taken Basic Audio/Video Production, you will have the necessary competencies.
- If not, you should be able to demonstrate basic video production skills and techniques (e.g., planning, scripting, sound recording, camera and lighting).

Intermediate Audio/Video 1 (COM209)

WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- Operate audio/video equipment
- Demonstrate knowledge of audio/video production skills and techniques: zoom, tilt, pan dolly, sound recording
- Demonstrate knowledge of audio/video terminology: proposal/outline, storyboard, continuity, shot/sequence, etc.
- Demonstrate knowledge of pre-production, production and post-production skills
- Complete an audio and/or video project
- Critique and evaluate audio/video assignments
- Demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?



WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
• Assignments and projects	60%
• Audio/video techniques	10%
• Knowledge and operation of equipment, terminology usage	10%
• Creation of a portfolio	20%

RESOURCES MAY YOU USE?

- Johnson, Charles D., *Communication Systems*
- Peter Hitchcock Productions, *Successful Home Videos*
- Hitchcock, Peter, *Videography: Guide to Making Videos*

COMMUNICATION TECHNOLOGY

Intermediate Audio/Video 1 (COM209)

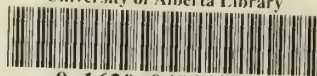
- Define and demonstrate the following video techniques:
 - Content Shots: one shot, two shot, three shot, group shot
 - Field-of-Views\Shots: extreme long shot, long shot, medium shot, close-up extreme close-up, establishing shot
 - Camera Movement Shots: pan, tilt, dolly, truck, zoom
 - Special Effect Shots: low angle, eye level/high angle, fade in/fade out, over-the-shoulder
- Prepare a simple idea for an audio/video project and take it through to one or more of the following stages:
 - proposal/concept
 - treatment/plan
 - script
 - storyboard
 - production schedule
 - the shoot
 - editing process
 - finished product
- Produce two short assignments (one minute each) and one project (three to five minutes), and through these demonstrate knowledge of the following audio/video terminology and their application in production:
 - focal length
 - focus
 - aperture/F stop
 - depth-of-field
 - 3 point lighting
 - hard lighting/soft lighting
 - various lighting angles and directions
 - shot
 - scene
 - sequence
 - transition
 - cut
 - special effects
 - storyboard
 - continuity
 - credits
 - edit
 - dialogue
 - cutaways
 - glitch
 - visual/audio noise
 - microphone types
 - omni directional, unidirectional, boom, lavalier
 - ambient sound
 - training
 - head room
 - composition
 - aspect ratio

Intermediate Audio/Video 1 (COM209)

- producer
 - director
 - camera operator production assistant
 - lighting
 - sound recordist
 - audio director
 - talent
 - set designer
 - writer
- Identify and use the basic operation components of audio/video equipment during project work; for example:
 - battery pack
 - cassette loading compartment
 - power source and switches
 - VCR/camera selector
 - audio/video output adapter
 - lens operations
 - microphone (internal and external)
 - focus control
 - lighting accessories tripod
 - TV monitor
 - special camera features: fade, time, date, tracking, counter, memory, record preview, editing controls
 - AC adapter
 - record/pause switch
 - viewfinder and features
 - playback/stop/eject feature
 - audio/video cable
 - VHF, audio/video connection cables
 - zoom control
 - white balance



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